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ABSTRACT

This volume examines education-reform efforts in U.S. public schools. The report, which focuses on higher standards for student achievement, is based on two nation-wide studies: the Public School Teacher Survey on Education Reform and the Public School Survey on Education Reform. The survey included questions on teachers' understanding of higher standards for student achievement; how prepared teachers feel to set or apply new higher standards of achievement for their students; and the extent to which teachers are implementing reform activities. Survey findings are presented throughout the report in aggregates for all schools; where significant differences were found, they are presented by school characteristics. Among the findings, 42 percent of elementary and secondary public school teachers reported understanding the concept of new higher standards for student achievement very well, and 35 percent said they felt very well equipped to set or apply new higher standards for their students; two activities associated with education reform were frequently cited by teachers as being incorporated into their classes to a great extent; and instructional strategies were aligned with high standards to help all students succeed. Three appendices present the survey methodology, reference and standard error tables, and the survey form. (RJM)

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ED 427 433

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Statistical Analysis Report

January 1999

Status of Education Reform in Public Elementary and Secondary Schools: Teachers' Perspectives

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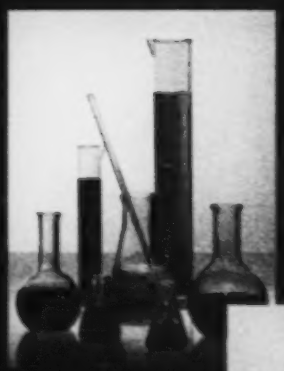

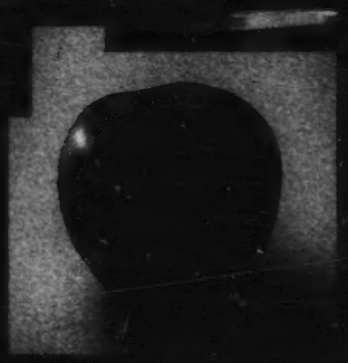

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Fast Response Survey System

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Status of Education Reform in Public Elementary and Secondary Schools: Teachers' Perspectives

FRSS
Fast Response Survey System

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Highlights

- Forty-two percent of elementary and secondary public school teachers reported understanding the concept of new higher standards for student achievement very well, and 35 percent said they felt very well equipped to set or apply new higher standards for their students (figure 1).
- Two activities associated with education reform were frequently cited by teachers as being incorporated into their classes to a great extent: using instructional strategies aligned with high standards (56 percent) and assisting all students to achieve to high standards (52 percent). Only 7 percent of teachers reported incorporating innovative technologies such as the Internet and telecommunications-supported instruction to a great extent (table 2).
- Seventy-nine percent of teachers identified innovative technologies as one of the three areas for which they most needed information, and 53 percent reported needing information on using authentic student assessments, such as portfolios that measure performance against high standards (table 2).
- According to teachers, authentic assessments (such as portfolios) that measure performance against high standards were more likely to be used in English/language arts (64 percent) than in mathematics (51 percent), science (42 percent), and history/social studies (38 percent; table 3).
- Fifty-six percent of teachers reported having students with limited English proficiency enrolled in their classes, and 79 percent reported having students with disabilities. Thirty-three percent of such teachers reported applying, to a great extent, the same high standards of performance used for other students to students with limited English proficiency, as did 28 percent for students with disabilities (table 4).
- Twenty-eight percent of all teachers reported that they provided information or advice, to a great extent, to parents to help them create supportive environments at home. Forty-six percent of elementary school teachers reported engaging in this activity, compared to 20 percent of middle and 10 percent of high school teachers (table 5, appendix table B-5, and figure 3).
- Ninety-four percent of teachers reported attending an average of 42 hours of professional development activities such as professional meetings, inservice workshops, and conferences during the period September 1, 1994, through August 31, 1995 (table 7 and appendix table B-6).

- Fifty-six percent of public school teachers participating in professional development reported attending activities in which information on high standards was a major focus (table 9).
- Teachers who reported that they implemented larger numbers of reform activities in their classrooms were more likely to report attending professional development activities with a major focus on higher standards (table 9).
- Among teachers who used various sources of information or resources to help them understand or use comprehensive reform strategies,[1] one-third or more reported they felt that other teachers (39 percent), inservice training (37 percent), and institutes or workshops (38 percent) were very effective resources. U.S. Department of Education resources were considered very effective sources of information on comprehensive reform strategies by 4 percent to 11 percent of teachers consulting these sources (table 12).

[1] Data were collected prior to the Obey-Porter legislation and do not report information about the Comprehensive School Reform Demonstration Program created under that legislation and initiated in fall 1997. "Comprehensive reform" would have been interpreted broadly for a variety of school reform activities.

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Introduction

Increasingly, national initiatives are directed toward finding ways to improve the quality of education for all students. These initiatives address many aspects of the educational process, including the application of high standards for student achievement. The Public School Teacher Survey on Education Reform was conducted to provide nationally representative data on teachers' understanding of standards-based education reforms. In addition, the study gathered nationally representative data on specific reform activities teachers reported implementing in their classrooms. The study also attempted to identify information and assistance needed by teachers.

Data from this report represent findings from one of two studies that were requested jointly by the Office of Educational Research and Improvement (OERI) and the Planning and Evaluation Service (PES) in the U.S. Department of Education. The *Public School Teacher Survey on Education Reform* provides data from a nationally representative sample of 1,445 public elementary, middle, and high school teachers on their individual efforts toward education reform. The other study, *Public School Survey on Education Reform*, collected data from a sample of nationally representative public school principals that are intended to provide information about public school education reform strategies being implemented, principals' need for information and assistance, and the role of Title I program resources in supporting education reforms. Findings from the principal survey are presented in a separate report.[2]

Both studies were initiated during the spring of 1996. Followup with nonresponding principals was completed in July 1996 and with nonresponding teachers in October 1996 (see appendix A for survey methodology). The study was conducted through the Fast Response Survey System (FRSS) for the National Center for Education Statistics (NCES) by Westat, a research firm in Rockville, Maryland. The survey asked teachers to report for the 1995-96 school year.

This report contains information about education reform efforts in U.S. public schools as reported by school teachers through a mail survey. The information has not been independently verified. Because of the survey questions and collection methodology used, results should be interpreted carefully for the following reasons:

1. Since all teachers do not share the same concept of reform, survey questions were designed to be inclusive of a wide variety of reform activities.

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[2] U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, *Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives*, FRSS 54, 1998.

2. There may be a tendency for respondents to over-report activities in which they believe they should be engaged.

3. As a Fast Response survey, the questionnaire was brief and could not collect information to judge the accuracy of the teachers' reports about their reform efforts.

Teachers were given guidance for completing their surveys in the form of a general definition of new higher standards. It was defined on the questionnaire as "recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for mathematics, state- or local-initiated standards in various subjects, and those outlined in Goals 2000."

It is important to note that the survey did not limit standards to those adopted by states, since schools in states that have not adopted standards could have locally developed standards of their own.

The teacher survey included questions on the following topics:

- Teachers' understanding of the concept of new higher standards for student achievement;
- How well equipped teachers feel to set or apply new higher standards of achievement for their students;
- The extent to which teachers are implementing various reform activities and in what areas information is most needed;
- Incorporation of specific education reform activities in English/ language arts, history/social studies, mathematics, and science classes;
- The extent to which teachers hold students with limited English proficiency and disabilities to the same high standards as other students;
- The extent to which teachers have engaged in activities to involve parents in student learning;
- Sources of information or assistance in understanding and using reform strategies and activities;
- Teachers' preferred format for receiving information;

- Total number of hours teachers spent on professional development, types of professional development activities attended, and whether information on high standards was a major focus of the activities attended; and
- Characteristics of professional development activities sponsored or supported by teachers' schools.

Survey findings are presented throughout the report in aggregate for all schools; where significant differences were found, they are presented by school characteristics. Appendix B contains reference tables of the survey data broken out by the school and teacher characteristics listed below. Findings from these tables were not discussed in great depth in the report because many of the comparisons between school and teacher characteristics on the extent of their reform activities did not show relevant or statistically significant differences. Readers can use the appendix reference tables to make comparisons not cited in the text of the report.

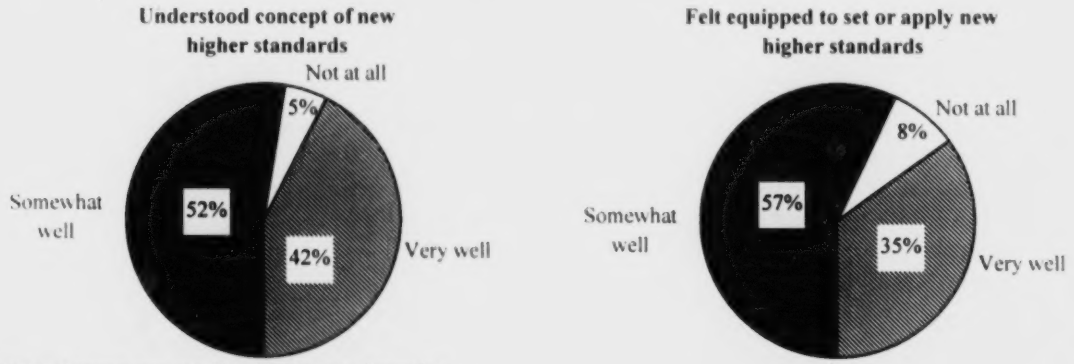
- Instructional level (elementary school, middle school, high school);
- Geographic region (Northeast, Southeast, Central, West);
- Enrollment size (less than 500, 500-999, 1,000 or more);
- Locale (city, urban fringe, town, rural);
- Percent of students eligible for free or reduced-price lunch (less than 35 percent, 35-49 percent, 50-74 percent, 75 percent or more);
- Minority enrollment (less than 6 percent, 6-20 percent, 21-49 percent, 50 percent or more);
- Number of years teacher has been teaching (less than 10, 10 to 20, 21 or more); and
- Main subject area teacher taught (self-contained class, mathematics, science, social studies, and English/language arts).

Data have been weighted to national estimates of public school teachers. All comparative statements made in this report have been tested for statistical significance through chi-square tests or *t*-tests adjusted for multiple comparisons using the Bonferroni adjustment and are significant at the 0.05 level or better. However, not all statistically significant comparisons have been presented.

Teachers' Understanding of and Ability to Apply High Standards

School reform incorporates a multitude of activities. The goals of the reform movement include setting standards for development of curriculum instructional materials that offer a high level of challenge, evaluating students more fully and appropriately, and incorporating teaching methods and techniques to foster a higher level of achievement for all students. An important part of the school reform effort is that teachers should understand and teach to new higher standards for student achievement. Therefore, the survey asked sampled teachers how well they understood the concept of new higher standards and how well equipped they felt to set or apply them. In response, almost all teachers reported having some understanding of the concept of new higher standards and almost all felt at least somewhat equipped to set or apply new higher standards. Less than half (42 percent) reported understanding the concept very well, while 35 percent felt very well equipped to set or apply new higher standards (figure 1 and appendix table B-1).

Figure 1.—Percent of public school teachers reporting the extent to which they understood the concept of new higher standards and the percent reporting the extent to which they felt equipped to set or apply new higher standards: 1996



NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

About one-fourth of teachers in schools with less than 6 percent minority enrollment reported understanding the concept of new higher standards very well compared with about half of teachers in schools with larger minority enrollment (table 1 and appendix table B-1).

Table 1.—Percent of public school teachers reporting the extent to which they understood the concept of new higher standards, and the percent reporting the extent to which they felt equipped to set or apply new higher standards for student achievement, by percent minority enrollment: 1996

Minority enrollment	Understood concept				Felt equipped to set or apply standards			
	Very well		Somewhat well		Very well		Somewhat well	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	42	2.1	52	2.0	35	1.8	57	2.0
Percent minority enrollment								
Less than 6 percent	27	3.1	64	3.3	28	3.8	59	4.2
6 to 20 percent	48	4.7	47	4.5	39	4.4	55	4.4
21 to 49 percent	47	4.9	48	5.1	36	3.8	57	3.7
50 percent or more	48	2.5	48	2.7	38	2.5	56	2.9

NOTE: Percents do not add to 100 because this table does not show the third response category—not at all well—that was included on the questionnaire. Five percent of teachers reported not at all understanding the concept of new higher standards and 8 percent reported being not at all well prepared to set or apply new higher standards for student achievement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Types of Education Reform Activities Teachers Are Implementing in Their Classes

Teachers were also asked to report the extent to which they were implementing specific activities associated with education reform in their classes (table 2 and appendix table B-2). Teachers reported incorporating instructional strategies aligned with high standards (56 percent) and assisting all students to achieve to high standards (52 percent) in their classes to a great extent more frequently than the other reform activities. Elementary school teachers (61 percent) were more likely than middle school teachers (49 percent) and high school teachers (44 percent) to report assisting all students to achieve to high standards to a great extent (figure 2 and appendix table B-2).

Table 2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed: 1996

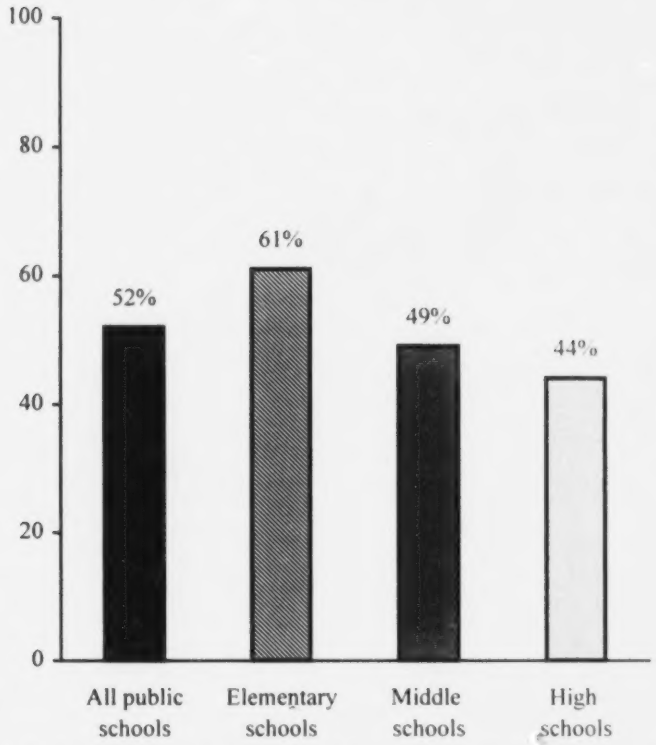
Reform activity	Extent to which activity was implemented in class[1]				Information most needed[2]	
	Great extent		Moderate extent			
	Percent	s.e.	Percent	s.e.	Percent	s.e.
Using instructional strategies aligned with high standards	56	1.8	35	1.7	34	2.0
Assisting all students to achieve to high standards	52	1.7	39	1.8	28	1.7
Using curricula aligned with high standards	38	1.9	45	1.8	31	1.8
Using textbooks or other instructional materials aligned with high standards	36	2.0	43	1.9	30	1.8
Providing students or parents with examples of work that meets high standards	30	1.8	42	2.3	33	1.7
Using authentic student assessments, such as portfolios that measure performance against high standards	20	1.6	33	1.7	53	2.1
Using innovative technologies such as the Internet and telecommunications-supported instruction	7	1.0	20	1.6	79	1.6

[1]Percents do not add to 100 because this table does not show the third response category—small extent—that was included on the questionnaire.

[2]Teachers could select up to three activities for information.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Figure 2.—Percent of public school teachers who reported that they assisted all students to achieve to high standards to a great extent, by instructional level of school: 1996



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

About one-third of teachers reported implementing certain other activities to a great extent, including:

- Using curricula aligned with high standards (38 percent);
- Using textbooks or other instructional materials aligned with high standards (36 percent); and
- Providing students or parents with examples of work that are successful in meeting high standards (30 percent).

Fewer teachers (20 percent) reported using authentic student assessments to a great extent. The smallest percentage of teachers reported implementing innovative technologies such as the Internet and telecommunications-supported instructions to a great extent (7 percent; table 2 and appendix table B-2).

Of the seven reform activities listed, teachers were asked to identify the three areas for which information was most needed (table 2). Innovative technologies was listed most frequently by teachers (79 percent). Next most frequently mentioned was using authentic student assessments such as portfolios that measure performance against high standards (53 percent of teachers).

Reform Activities Teachers Are Using in Various Subject Areas

The survey asked teachers to report about the use of the seven reform activities in four core subject areas: English/language arts, history/social studies, mathematics, and science (table 3 and appendix table B-3). The activities most often reported in history/social studies were incorporating instructional strategies aligned with high standards and assisting all students to achieve to high standards (73 and 78 percent). Assisting all students to achieve to high standards was reported by 82 percent of English/language arts teachers.

In all four subject areas, teachers reported the use of innovative technologies least often, when compared to the use of other reform activities (less than 30 percent).

Table 3.—Percent of public school teachers reporting that they implemented various reform activities in any classes, by subject area: 1996

Reform activity	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Using instructional strategies (e.g., hands-on activities, cooperative learning) aligned with high standards	75	2.3	73	2.8	82	1.8	81	2.3
Assisting all students to achieve to high standards	82	1.9	78	2.6	79	2.2	74	2.4
Using curricula aligned with high standards	69	2.4	59	2.8	67	2.5	66	3.0
Using textbooks or other instructional materials aligned with high standards	66	2.7	57	3.0	69	2.9	59	2.4
Providing students or parents with examples of work that meets high standards	67	2.7	52	2.2	64	3.1	52	2.8
Using authentic student assessments such as portfolios that measure performance against high standards	64	2.6	38	2.6	51	3.2	42	3.0
Using innovative technologies such as the Internet and telecommunications-supported instruction	29	2.8	20	2.3	22	2.4	20	2.6

NOTE: Percents are based on those respondents that teach the subject, including teachers who teach multiple subjects and who teach the subject in self-contained classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

There were some significant differences by subject areas in teachers' reports of the use of authentic student assessments, such as portfolios, that measure performances against high standards. Teachers were less likely to report using authentic student assessments in history/social studies (38 percent), science (42 percent), and mathematics (51 percent; table 3).

Proportionately more teachers reported using curricula aligned with high standards in English/language arts (69 percent) than in history/social studies (59 percent), but no significant differences were reported between teachers of English/language arts and mathematics and sciences classes (67 percent and 66 percent, respectively).

Teachers were more likely to report using textbooks and other instructional materials aligned with high standards in mathematics (69 percent) than in science (59 percent) or history/social studies classes (57 percent).

Implementing High Standards for Students with Special Needs

For new standards to be fully applied, they must be incorporated into the curriculum for all students. The survey asked teachers to report on the application of high standards to two special groups of students—those with limited English proficiency and those with disabilities (table 4 and appendix table B-4). Seventy-nine percent of teachers reported that students with disabilities were enrolled in their classes, and 56 percent reported teaching students with limited English proficiency.

Table 4.—Percent of public school teachers with special needs students in their classes indicating the extent to which they applied the same high standards of performance used for other students to these students, and the percent of all public school teachers indicating the extent to which they needed information on helping special needs students achieve to high standards: 1996

Type of student	Teachers with special needs students		Extent applied same standards*				Need for information			
			Great extent		Moderate extent		Very much needed		Somewhat needed	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Students with limited English proficiency	56	2.4	33	2.4	47	2.4	26	1.7	31	1.9
Students with disabilities	79	1.9	28	2.1	51	2.5	31	1.9	42	1.8

*Percents are based on teachers with special needs students enrolled in their classes.

NOTE: Percents do not add to 100 because this table does not show the two additional response categories—not at all and small extent—that were included on the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

One-third of the teachers with students with limited English proficiency reported that they applied the same high standards of performance to these students to a great extent. Similarly, 28 percent of teachers with students with disabilities enrolled in their classes reported doing so. With regard to the need for information, 26 percent of all teachers reported they very much needed information to help students with limited English proficiency, and 31 percent of all teachers very much needed information on helping students with disabilities achieve to high standards (table 4 and appendix table B-4).

Involving Parents in Student Learning Activities and Need for Information

Various studies, including *Strong Families, Strong Schools* (U.S. Department of Education, 1994), show that when parents are involved in their children's education, children perform better at school. Many schools have been actively looking for ways to improve parental involvement in student academic activities. Thus, teachers were asked to indicate the extent to which they engaged in particular activities with parents of students enrolled in their classes (table 5 and appendix table B-5).

About one-fourth of all teachers reported that they provided information or advice to parents to a great extent to help them create supportive learning environments at home, and a similar proportion of teachers said they shared responsibility with parents for the academic performance of their children to a great extent (28 percent and 26 percent, respectively). Ten percent of all teachers reported involving parents in classroom activities to a great extent (table 5 and appendix table B-5).

At least one-fourth of all teachers (27 to 33 percent) reported that they "very much needed" information about involving parents in student learning for each type of activity (table 5).

Table 5.—Percent of public school teachers reporting that they engaged in selected parental involvement activities and the percent indicating that information was needed: 1996

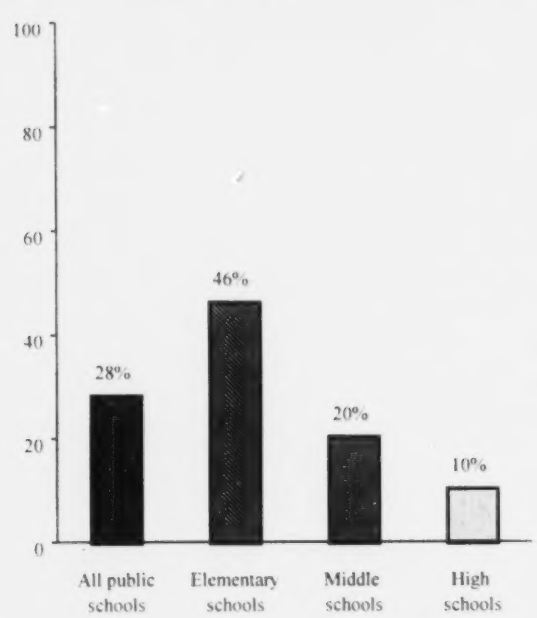
Parental involvement activity	Extent to which engaged in activity				Need for information			
	Great extent		Moderate extent		Very much needed		Somewhat needed	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Providing information or advice to parents to help them create supportive learning environments at home	28	1.7	36	1.9	27	1.5	47	1.8
Involving parents in classroom activities	10	1.4	26	1.8	29	1.6	45	2.3
Sharing responsibility with parents for academic performance of their children	26	2.0	34	2.0	33	2.0	44	1.9

NOTE: Percents do not add to 100 because this table does not show the other response categories—not at all and small extent—that were included on the questionnaire.

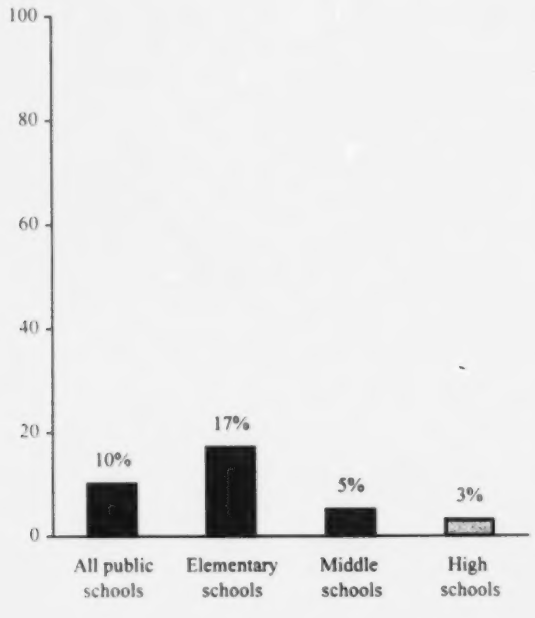
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Differences among parental involvement activities were found primarily by school level. Elementary school teachers were more likely than high school or middle school teachers to report engaging in these parental involvement activities to a great extent. For example, while 46 percent of elementary school teachers reported providing information or advice to parents to a great extent to help create a more supportive learning environment at home, 20 percent of middle school teachers and 10 percent of high school teachers did so (figure 3 and appendix table B-5). Similarly, elementary school teachers were more likely than middle and high school teachers to report involving parents in classroom activities to a great extent

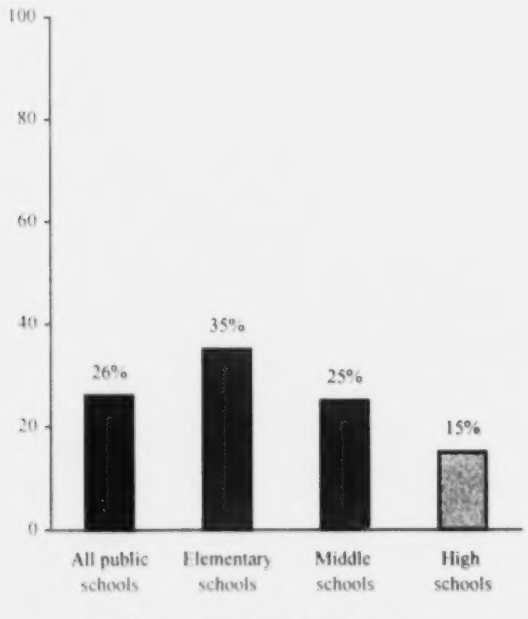
Figure 3.—Percent of public school teachers reporting that they engaged in selected parental involvement activities to a great extent: 1996



Providing information or advice to parents to help create a supportive learning environment at home



Involving parents in classroom activities



Sharing responsibility with parents for academic performance of their children

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

(17 percent compared to 5 and 3 percent, respectively). Elementary school teachers were more likely than middle or high school teachers to report sharing responsibility with parents for the academic performance of their children to a great extent (35 percent compared to 15 percent, respectively).

Self-contained classroom teachers, those responsible for teaching all or most subjects to the same class, are primarily elementary school teachers, and differences reported by subject area are correlated with those reported by level. Self-contained classroom teachers were more likely to report that they engaged in parental involvement activities to a great extent than were mathematics, science, social studies, and English/language arts teachers. About half of all self-contained classroom teachers reported providing information or advice to parents to help them create supportive learning environments at home (48 percent) compared to 11 percent of science, 17 percent of mathematics, 18 percent of social studies, and 22 percent of English/language arts teachers (table 6 and appendix table B-5). Similar differences by main subject area taught were reported by the extent to which teachers involved parents in classroom activities. Self-contained classroom teachers were more likely to report sharing responsibility with parents for academic performance of their children (38 percent) than those teaching mainly social studies (20 percent), science (17 percent), and mathematics (15 percent).

Table 6.—Percent of public school teachers reporting that they engaged in selected parental involvement activities to a great extent, by main subject area taught: 1996

Main subject area taught	Providing information or advice to parents to help them create supportive learning environments at home		Involving parents in classroom activities		Sharing responsibility with parents for academic performance of their children	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
Self-contained class[1]	48	3.6	21	3.8	38	3.5
Mathematics	17	4.2	2	1.3	15	4.0
Science	11	3.4	2	1.6	17	4.2
Social studies[2]	18	5.0	4	2.1	20	4.5
English/language arts	22	4.4	2	0.9	25	4.3

[1]The teacher is responsible for teaching all or most academic subjects to one class. This includes core academic subjects taught in self-contained classrooms.

[2]Including history, geography, and civics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Professional Development Activities Among Teachers

An important component of educational reform involves promoting continued professional growth among teachers. The survey asked teachers to report the number of hours they spent on any professional development from September 1, 1994, through August 31, 1995, including attendance at professional meetings, workshops, and conferences, but not including regular college courses. Ninety-four percent of teachers reported participating in professional development. These teachers reported that they completed an average of 42 hours of professional development during the 1994-95 school year (table 7 and appendix table B-6).

Table 7.—Percent of public school teachers reporting that they engaged in professional development activities, and the mean number of hours they spent on professional development activities during the period from September 1, 1994, through August 31, 1995: 1996

Characteristic	Percent or mean	s.e.
Percent of teachers engaged in professional development activities	94 percent	1.0
Mean number of hours spent on professional development activities*	42.3 hours	1.8

*Mean is based only on those teachers who reported that they participated in professional development during the period September 1, 1994, through August 31, 1995.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Teachers were asked to report on the types of professional development activities they attended and whether the activities focused on high standards (table 8 and appendix table B-7). The largest percentage of teachers reported attending inservice workshops or programs (97 percent), followed by district or school-based long-term or ongoing comprehensive professional development (71 percent). About half (54 percent) attended professional teacher association meetings, while 36 percent attended summer institutes.

Between 41 and 47 percent of teachers attending inservice workshops or programs, district or school-based long-term or ongoing comprehensive professional development programs, and summer institutes reported that information on higher standards was a major focus of the professional development activities they attended (table 8). However, only 22 percent of teachers attending professional teacher association meetings indicated that it was a major focus.

Table 8.—Percent of public school teachers reporting that they attended specific types of professional development activities, and the percent reporting that information on high standards was a focus of the activity attended: 1996

Professional development activity	Attended[1]		Information on high standards presented[2]					
			Major focus		Not major focus, but information provided		No information	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Inservice workshop or program	97	0.5	41	1.9	46	1.9	13	1.2
District or school-based long-term or ongoing comprehensive professional development program	71	2.0	47	2.9	46	3.0	7	1.2
Professional teacher association meeting	54	1.9	22	2.4	60	2.7	17	2.1
Summer institute	36	1.6	45	3.8	45	3.7	10	1.9

[1]Percents are based on public school teachers participating in professional development activities during the period September 1994 through August 1995—94 percent of all teachers.

[2]Percents are based on teachers who reported attending the type of activity.

NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Attendance at professional development activities where information on higher standards was a major focus was related to implementation of reform activities in classes. Overall, 56 percent of teachers reported that they attended such activities (table 9). Of those teachers who reported that they had not implemented any reform activities to a great extent, 61 percent reported that they had not attended such professional activities, whereas 39 percent said they had. The reverse pattern held for teachers who reported that they implemented three or more reform activities to a great extent: 65 percent reported attending professional development activities that had a major focus on higher standards, and 35 percent reported that they had not attended such meetings.

Table 9.—Percent of public school teachers reporting that they implemented activities associated with education reform into their classes to a great extent, by whether or not they attended professional development activities with a major focus on higher standards: 1996

Number of reform activities implemented	Attended professional development activities with a major focus on higher standards			
	Yes		No	
	Percent	s.e.	Percent	s.e.
Total	56	2.5	44	2.5
None	39	4.4	61	4.4
1 or 2	53	4.0	47	4.0
3 or 4	65	3.6	35	3.6
5 or more	65	4.4	35	4.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

In the survey, teachers were also asked to describe or characterize professional development activities sponsored or supported by their schools. Many reported that the activities were planned, to a great extent, according to school needs (41 percent; table 10 and appendix table B-8); almost one-third (30 percent) felt that the activities provided opportunities to share information with colleagues at their schools to a great extent. Four of the remaining characteristics—useful for helping students achieve to high standards, aligned with high standards, provided strategies to apply in the classroom, and ongoing, integrated professional development programs—were described as being true to a great extent by 26 to 28 percent of the teachers. Fewer, 10 to 17 percent, felt that the activities provided followup or networking activities to a great extent.

Table 10.—Percent of public school teachers describing school-sponsored or supported professional development activities they attended* during the period September 1, 1994, through August 31, 1995: 1996

Professional development activity	Great extent		Moderate extent	
	Percent	s.e.	Percent	s.e.
Planned according to school needs	41	2.1	41	2.0
Provided opportunities to share information with colleagues at your school	30	2.3	35	2.3
Useful for helping students achieve to high standards	28	2.1	45	2.0
Aligned with high standards	28	1.9	44	1.8
Provided strategies to apply in the classroom	28	1.9	40	1.8
Ongoing, integrated professional development program	26	1.9	40	2.0
Provided followup activities	17	1.7	33	2.1
Provided networking activities	10	1.3	24	1.6

*Percents are based on public school teachers who reported that they participated in professional development during September 1994 through August 1995—94 percent of all teachers.

NOTE: Percents do not add to 100 because this table does not show the other response categories—not at all and small extent—that were included on the questionnaire.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Elementary school teachers more frequently reported that these characteristics were present in the school-sponsored or supported professional development activities they attended. Forty-one percent of elementary school teachers felt that to a great extent the professional development sponsored or supported by their school provided strategies to apply in the classroom, compared to 19 percent of middle and high school teachers (table 11 and appendix table B-8). About one-third of elementary school teachers described the professional development sponsored or supported by their school as including ongoing, integrated professional development programs to a great extent, compared to the 16 percent of high school teachers who felt that way. While 25 percent of elementary school teachers indicated that followup activities were provided to a great extent, 8 percent of high school teachers and 12 percent of middle school teachers agreed.

Table 11.—Percent of public school teachers indicating that school-sponsored or supported professional development they attended during the period from September 1, 1994, through August 31, 1995, included selected criteria to a great extent, by instructional level of school: 1996

School level	Provided strategies to apply in the classroom		Ongoing, integrated professional development program		Provided followup activities	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	28	1.9	26	1.9	17	1.7
Instructional level*						
Elementary school	41	3.8	34	3.8	25	3.1
Middle school	19	2.1	25	2.5	12	1.8
High school	19	3.4	16	2.6	8	2.3

*Data for combined schools are not reported as a separate institutional level because there are very few such schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Sources of Information and Assistance in Helping Understand or Use Comprehensive Reform Strategies

Teachers have at their disposal a number of sources of information or assistance in integrating and better understanding reform strategies. Respondents were asked to report the extent to which a series of specific information resources were effective in this regard (table 12 and appendix table B-9). Teachers appear to rely largely on state and local sources, teacher organizations, and professional journals for information.

Of the 21 listed sources, 5 were reported being used by at least 90 percent of the teachers: other teachers and inservice training (97 percent each); school administrators (94 percent); institutes or workshops (92 percent); and school district (91 percent). Eleven other resources were reported being used by more than 50 percent of the teachers (table 12). Federal government sources and electronic networks/discussion groups were less frequently used (27 percent to 37 percent).

Table 12.—Percent of public school teachers reporting that specific information sources were used and that they were somewhat or very effective in helping the respondent to understand or use comprehensive reform strategies:[1] 1996

Source of information or assistance	Used source		In understanding and using comprehensive reform strategy source was:[2]			
			Very effective[3]		Somewhat effective[3]	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
Other teachers	97	0.6	39	2.1	55	2.2
Inservice training	97	0.6	37	2.2	54	2.2
School administrators	94	0.7	23	1.9	59	2.1
Institutes or workshops	92	0.9	38	2.0	56	2.0
School district	91	1.1	16	1.7	64	2.2
Professional journals	87	1.3	26	2.3	65	2.4
State-developed content standards	82	1.4	15	1.4	63	1.8
State- or district-sponsored education conferences	80	1.7	28	2.1	61	2.1
Media (e.g., newspapers, television)	80	1.5	12	1.5	58	2.1
Professional teacher associations	79	1.8	20	1.8	61	2.0
Institutions of higher education	74	1.6	26	2.0	61	2.2
State department of education	68	1.8	7	1.1	56	2.5
Other teacher organizations or networks	65	2.2	19	2.3	62	2.8
Teacher unions	60	2.4	11	1.6	53	2.2
National model content standards	57	2.1	12	1.7	59	2.7
Intermediate or regional education agency	56	2.2	8	1.5	58	2.6
Electronic networks/discussion groups	37	2.3	15	1.8	56	3.3
National Science Foundation-funded initiatives (e.g., SSI, USI)	34	2.2	16	2.4	56	3.5
U.S. Department of Education's ERIC	33	2.1	11	2.1	50	3.3
Other U.S. Department of Education offices/ programs	30	1.8	7	1.4	54	2.8
U.S. Department of Education Regional Labs	27	1.8	4	1.1	36	3.4

[1]Data were collected prior to the Obey-Porter legislation and do not report information about the Comprehensive Reform Report created under that legislation and initiated in 1996. The term would have been interpreted broadly for a variety of school reform activities.

[2]Percents do not add to 100 because this table does not show the other response categories—not used and not at all effective—that were included on the questionnaire.

[3]Percents are based on public school teachers who used sources of information or assistance.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

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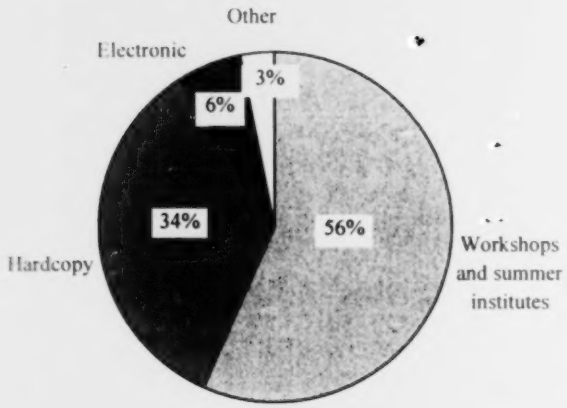
One-third or more of teachers reported that they found other teachers (39 percent), inservice training (37 percent), and institutes and workshops (38 percent) to be very effective sources of information. Ten percent or less of the teachers using them reported finding the following sources very effective:

- State department of education (7 percent);
- Intermediate or regional education agency (8 percent);
- U.S. Department of Education Regional Labs (4 percent); and
- Other U.S. Department of Education offices or programs (7 percent).

Teachers also reported the method in which they prefer to receive information. Most teachers' reported first choice for receiving information was through workshops and summer institutes (56 percent), followed by hardcopy sources, such as journal articles and magazines (34 percent). Only 6 percent said they preferred electronic media (e.g., e-mail, Internet, electronic bulletin boards, micro cards; figure 4 and appendix table B-10).

Figure 4.—Percent of public school teachers reporting that various formats were their first choice for receiving information: 1996



NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Summary

The Teacher Survey on Education Reform provides information about teachers' perspectives on the status of education reform in U.S. public elementary and secondary schools. In this report, most findings are presented in the aggregate because there were few significant differences by school/teacher characteristics.

Forty-two percent of the teachers reported understanding the concept of new higher standards very well, and 35 percent reported feeling very well equipped to apply them.

About half of the sampled teachers reported that certain activities related to education reform were incorporated into the classroom to a great extent, including assisting all students to achieve to high standards and using instructional strategies aligned with high standards. Teachers did not report incorporating innovative technologies, such as the Internet and telecommunications-supported instruction, and authentic student assessment, such as portfolios that measure performance against high standards, into the classroom to a great extent. Teachers were, however, likely to report a need for more information in these areas. With the exception of innovative technologies, a majority of teachers in core academic subjects also generally reported use of education reform activities to some extent in at least one class.

The survey asked teachers whether they applied the same high standards of performance to special needs students, i.e., those with limited English proficiency and those with disabilities. About 30 percent of the teachers reported applying the same high standards to such students to a great extent. Future research efforts might ask teachers whether they have made adjustments to their teaching methods to allow these students to achieve to the same high standards.

Elementary school teachers were more likely to report engaging parents in parental involvement activities, to a great extent, than middle and high school teachers. Also, since almost all self-contained classroom teachers taught at the elementary level, they too were more likely to report involving parents than were teachers whose main assignment was teaching a single subject.

Almost all teachers reported participating in professional development activities. Fifty-six percent reported that they attended professional development activities where information on high standards was a major focus. Teachers who reported that they implemented more reform activities were more likely to attend more professional development activities with a major focus on higher standards. Teachers reported receiving information on high

standards from inservice workshops or programs, district or school-based long-term ongoing comprehensive professional development programs, and summer institutes. Elementary school teachers were more likely than middle and high school teachers to report that the professional development activities sponsored or supported by their schools were ongoing, included classroom strategies, and provided followup activities to a great extent.

Eighty percent or more of teachers reported using other teachers, inservice training, school administrators, and institutes or workshops to help them understand or use comprehensive reform strategies. Eleven of the other 21 specific information sources were used by more than 50 percent of the teachers. However, less than 50 percent of teachers reported that any of the sources they used were very effective in helping them understand or use comprehensive reform strategies.

Teachers reported making use of many sources of information and assistance to help them understand or use comprehensive reform strategies. Teachers reported that their first choice for receiving information was workshops and summer institutes.

Appendix A

Survey Methodology and Data Reliability

Survey Methodology and Data Reliability

Sample Selection

A two-stage sampling process was used to select teachers for the FRSS *Public School Teacher Survey on Education Reform*. At the first stage, a stratified sample of 758 schools was drawn from the 1993-94 NCES Common Core of Data (CCD) public school universe file and included over 77,000 public elementary, middle, and high schools. Excluded from the frame were special education, vocational, and alternative/other schools, schools in the territories, and schools with the highest grade lower than grade one.

The sample was stratified by instructional level (elementary, middle, secondary/combined), poverty status (as defined by percent of students eligible for free or reduced-price lunch: less than 35 percent; 35 to 49 percent; 50 to 74 percent; 75 percent or greater), school size (less than 300; 300 to 499; 500 to 999; 1,000 to 1,499; and 1,500 or more), and locale (city, urban, fringe, town, rural). The allocation of the sample to the major strata was made in a manner that was expected to be reasonably efficient for national estimates, as well as for estimates for major subclasses.

Teacher Sampling

The 758 schools in the sample were contacted by telephone during spring 1996 and asked to produce a list of eligible teachers for sampling purposes. Eligible teachers included all persons assigned to the school full time and teaching at least one class of children in grades 1-12. Excluded from the list were principals, itinerant teachers (unless at their home-based school), prekindergarten or kindergarten teachers, substitute teachers, teachers' aides, and unpaid volunteers. Using a list of randomly generated line numbers, a telephone interviewer specified the sequence numbers of the teachers on the list who were to be included in the survey. On average, one to two teachers were selected per school. The survey data were weighted to reflect these sampling rates (probability of selection) and were adjusted for nonresponse.

Response Rates

At the first stage of sampling of the 758 schools, 5 schools were found to be out of scope of the study. A response rate of 93.9 percent was obtained for the remaining 753 schools.

In April 1996, questionnaires (Appendix C) were mailed to 1,445 teachers at their schools. Telephone followup of nonresponding teachers was initiated in early May and temporarily halted in late June because of school closings for summer vacation. Followup for nonresponse was resumed in September 1996. Of the sampled teachers, 9 were found to be out of scope. Data collection was completed on October 16, with a teacher response rate of

89.7 percent (1,288 of the 1,436 eligible teachers; table 12). The overall study response rate was 84.2 percent (93.9 percent rate of school response multiplied by the 89.7 percent response rate at the teacher level). The weighted overall response rate was 85.9 percent (94.9 percent weighted school response rate multiplied by the 90.5 percent weighted teacher response rate). Item nonresponse rates ranged from 0.0 to 4.9 with nonresponse rates under 1.0 percent for most items.

Sampling and Nonsampling Errors

The response data were weighted to produce national estimates. The weights used were designed to adjust for the variable probabilities of selection and differential nonresponse. The final poststratification adjustment was made so that the weighted teacher counts equal the corresponding estimated teacher counts from the CCD frame within cells defined by instructional level, poverty status, school size, and locale. The findings in this report are estimates based on the sample selection and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of data. These errors can sometimes bias the data. Nonsampling errors may include such problems as the differences in the respondents' interpretations of the meaning of the questions; memory effects; or misrecording of responses; incorrect editing, coding, and data entry; differences related to particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

To minimize the potential for nonsampling errors, the questionnaire was pretested with teachers similar to those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous terms. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics, Office of Education Research and Improvement, and the Planning and Evaluation Service. Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Imputations for item nonresponse were not implemented, as item nonresponse rates were very low. Data were keyed with 100 percent verification.

Table 13.—Number and percent of responding teachers in the study sample and the estimated number and percent of teachers the sample represents, by school characteristics: 1996

School characteristic	Respondent sample		National estimate	
	Number	Percent	Number	Percent
All teachers	1,288	100	2,200,000	100
Instructional level[1]				
Elementary school	473	38	945,000	44
Middle school	396	32	520,000	24
High school	366	30	670,000	31
Geographic region				
Northeast	251	20	500,000	23
Southeast	389	30	560,000	26
Central	234	18	520,000	24
West	414	32	615,000	28
Enrollment size				
Less than 500	384	30	700,000	32
500 to 999	554	43	925,000	42
1,000 or more	350	27	575,000	26
Locale				
City	423	33	550,000	25
Urban fringe	292	23	615,000	28
Town	322	25	590,000	27
Rural	251	20	440,000	20
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	406	32	1,105,000	50
35 to 49 percent	204	16	405,000	18
50 to 74 percent	318	25	350,000	16
75 percent or more	360	28	335,000	15
Percent minority enrollment				
Less than 6 percent	244	19	540,000	25
6 to 20 percent	220	17	520,000	24
21 to 49 percent	274	21	600,000	28
50 percent or more	541	42	515,000	24
Number of years teaching				
Less than 10	460	36	705,000	32
10 to 20	434	34	740,000	34
21 or more	394	31	750,000	34
Main subject area taught[2]				
Self-contained class[3]	413	32	760,000	35
Mathematics	152	12	245,000	11
Science	95	7	150,000	7
Social studies	120	9	180,000	8
English/language arts	188	15	300,000	14

[1]Data for combined schools are not reported as a separate institutional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[2]Details do not add to totals because this table does not show the response category—other (specify)—that was included on the questionnaire.

[3]The teacher is responsible for teaching all or most academic subjects to one class.

NOTE: Percents may not add to 100 because of rounding and details may not add to totals because of rounding for weighted estimates. Minority enrollment was not available for 9 schools in the sample. There were 59 schools in the sample with combined elementary and secondary grade levels. These schools were dropped from instructional level analyses because there were so few. However, they are included in the totals and in all other analyses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is what is called a 95 percent confidence interval. For example, the estimated percentage of teachers reporting that they understand the concept of new higher standards very well is 42 percent, and the estimated standard error is 2.1 percentage points. The 95 percent confidence interval for the statistic extends from [42 + (2.1 times 1.960)], or from 37.884 to 46.116 percent.

Estimates of standard errors were computed using a technique known as known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistics of interest for each replicate. The mean square error of the replicate estimates around the full sample estimates provides an estimate of the variance of the statistic. To construct the replications, 40 subsamples of the full sample were created and then dropped, one at a time, to define 40 jackknife replicates. A proprietary computer program (WESVAR), available at Westat, Inc., was used to calculated the estimates of standard errors.

Background Information

The survey was performed under contract with Westat, Inc., using the NCES Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Survey Managers were Debbie Alexander and Sheila Heaviside. Anjali Pandit was the Research Assistant. Judi Carpenter and Shelley Burns were the NCES Project Officers. The data were requested by Office of Education Research and Improvement (OERI), and the Planning and Evaluation Service (PES), U.S. Department of Education.

This report was reviewed by the following individuals:

<u>Outside NCES</u>

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- Nancy Loy, OERI
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Inside NCES

- Michael Cohen
- Mary Frase
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For more information about the Fast Response Survey System contact Shelley Burns, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue, NW, Washington, DC 20208-5651, telephone 202-219-1463.

Terms Defined on the Survey Questionnaire

Disability: An impairment that substantially limits one or more of the major life activities of an individual.

New higher standards/high standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for mathematics, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

Parent/school compact: Voluntary written agreements between the school and parents on what each will do to help students succeed in school.

SSI: National Science Foundation's Statewide Systemic Initiatives program. For this program, NSF has cooperative agreements with states to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

USI: National Science Foundation's Urban Systemic Initiatives program. For this program, NSF has cooperative agreements with urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

Classification Variables

- Instructional level (elementary, middle, high school)
- Geographic region (Northeast, Southeast, Central, West)
- Enrollment size (less than 500, 500-999, 1,000 or more)

- Locale (city, urban fringe, town, rural)
- Percent of students eligible for free or reduced-price lunch (less than 35 percent, 35-49 percent, 50-74 percent, 75 or more percent)
- Minority enrollment (less than 6 percent, 6-20 percent, 21-49 percent, 50 or more percent)
- Number of years teaching (less than 10, 10 to 20, 21 or more)
- Main subject area taught (self-contained, mathematics, science, social studies, and English/language arts)

Reference

U.S. Department of Education. (1994). *Strong Families, Strong Schools*. Washington, DC: U.S. Government Printing Office.

Appendix B

Reference and Standard Error Tables

Table B-1.—Percent of public school teachers reporting the extent to which they understood the concept of new higher standards, and the extent to which they felt equipped to set or apply new higher standards for student achievement, by school characteristics: 1996

School characteristic	Understood concept						Felt equipped to set or apply standards					
	Very well		Somewhat well		Not at all well		Very well		Somewhat well		Not at all well	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	42	2.1	52	2.0	5	0.8	35	1.8	57	2.0	8	1.0
Instructional level[1]												
Elementary school	44	3.4	52	3.4	4	1.4	38	3.4	56	3.5	5	1.7
Middle school	39	2.4	54	3.1	7	1.8	31	2.1	59	2.6	9	1.8
High school	45	3.4	50	3.4	5	1.3	35	3.0	54	3.6	11	2.3
Geographic region												
Northeast	45	3.9	51	3.5	4	1.2	33	3.8	60	3.7	7	2.2
Southeast	48	3.9	47	3.5	5	1.7	40	3.7	56	3.7	4	1.0
Central	31	4.0	60	4.3	9	2.7	30	4.1	56	4.9	13	3.4
West	46	4.0	51	4.1	3	0.8	37	3.7	55	3.8	8	2.0
Enrollment size												
Less than 500	43	3.6	50	3.5	6	1.8	34	3.8	56	3.7	10	2.1
500 to 999	37	3.0	57	2.9	5	1.1	34	3.0	58	2.8	8	1.6
1,000 or more	50	3.2	47	3.3	4	1.2	38	2.6	56	3.0	6	1.6
Locale												
City	46	4.3	50	4.3	5	1.4	36	3.0	58	3.3	6	2.0
Urban fringe	50	4.1	47	3.9	3	1.2	41	4.2	52	3.9	7	1.7
Town	38	3.4	54	3.4	8	1.8	32	3.3	58	4.1	10	2.4
Rural	34	4.2	60	4.8	6	1.7	30	4.1	60	3.9	9	2.2
Percent of students eligible for free or reduced-price lunch												
Less than 35 percent	38	3.2	56	3.3	6	1.3	35	2.9	56	3.0	9	1.6
35 to 49 percent	48	5.2	45	5.1	6	1.7	32	5.6	59	5.1	9	2.4
50 to 74 percent	44	2.8	51	3.7	5	2.0	37	3.2	57	3.6	6	1.5
75 percent or more	49	2.8	47	3.0	4	1.2	38	2.6	55	3.4	7	1.8
Percent minority enrollment												
Less than 6 percent	27	3.1	64	3.3	8	2.0	28	3.8	59	4.2	13	2.9
6 to 20 percent	48	4.7	47	4.5	5	1.8	39	4.4	55	4.4	6	1.8
21 to 49 percent	47	4.9	48	5.1	4	1.4	36	3.8	57	3.7	7	1.6
50 percent or more	48	2.5	48	2.7	3	0.8	38	2.5	56	2.9	6	1.1
Number of years teaching												
Less than 10	40	3.3	56	3.4	4	1.4	31	3.2	59	3.5	10	1.8
10 to 20	43	3.2	50	3.2	7	1.8	34	3.0	58	3.0	8	1.9
21 or more	44	3.2	51	3.0	4	1.2	41	3.5	53	3.3	6	1.6
Main subject area taught[2]												
Self-contained class[3]	42	3.7	52	3.8	5	1.6	38	3.5	57	3.8	5	1.4
Mathematics	35	5.0	56	5.5	9	3.0	27	4.1	59	6.2	14	4.2
Science	42	6.3	52	6.7	6	3.1	34	6.3	55	6.5	11	4.1
Social studies	44	6.0	50	5.9	6	2.5	38	5.5	53	5.8	9	3.2
English/language arts	49	6.3	47	6.3	4	1.6	42	4.4	50	4.6	7	2.4

[1]Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[2]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[3]The teacher is responsible for teaching all or most academic subjects to one class.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

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Table B-2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed, by school characteristics: 1996

School characteristic	Using instructional strategies (e.g., hands-on activities, cooperative learning) aligned with high standards									
	Extent to which activity was implemented in class								Information most needed	
	Great extent		Moderate extent		Small extent		Not at all			
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	56	1.8	35	1.7	8	0.8	1	0.3	34	2.0
Instructional level[1]										
Elementary school	62	3.5	32	3.4	5	1.1	1	0.3	31	3.8
Middle school	50	2.4	39	2.5	9	1.6	2	0.8	36	1.9
High school	52	3.6	35	3.4	11	1.9	2	0.7	36	3.7
Geographic region										
Northeast	53	4.0	35	4.4	10	2.0	2	0.8	28	3.5
Southeast	62	4.0	29	3.3	9	1.8	1	0.4	39	3.3
Central	55	4.3	36	4.4	8	2.3	1	0.7	33	5.5
West	54	3.1	39	3.0	6	1.3	1	0.4	33	3.4
Enrollment size										
Less than 500	52	3.8	40	4.1	8	1.8	1	0.6	31	3.3
500 to 999	59	3.3	33	2.8	7	1.2	1	0.5	33	3.1
1,000 or more	57	3.2	31	3.2	10	1.9	1	0.7	38	3.4
Locale										
City	63	2.9	26	2.0	10	1.8	1	0.6	32	2.9
Urban fringe	62	4.1	29	3.8	8	1.5	(+)	0.4	31	4.1
Town	50	3.7	41	3.4	7	1.8	2	0.8	35	2.8
Rural	47	4.0	45	4.3	7	2.4	1	0.8	37	5.1
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	56	3.2	36	2.8	6	1.2	1	0.5	32	3.4
35 to 49 percent	57	5.5	33	5.8	10	2.4	1	0.5	35	4.4
50 to 74 percent	53	4.5	36	3.6	10	2.5	1	0.6	37	3.4
75 percent or more	56	2.3	33	3.0	9	2.3	1	0.9	34	2.9
Percent minority enrollment										
Less than 6 percent	44	5.1	44	4.3	10	2.3	1	0.7	30	4.3
6 to 20 percent	61	3.7	31	3.3	6	1.5	2	0.8	34	5.0
21 to 49 percent	61	3.6	30	3.6	8	1.6	1	0.3	34	4.2
50 percent or more	56	2.2	34	2.4	8	1.5	2	0.7	36	2.2
Number of years teaching										
Less than 10	60	2.4	32	2.1	7	1.5	1	0.3	32	2.6
10 to 20	55	3.6	35	3.3	8	1.6	2	0.6	33	4.0
21 or more	53	3.5	37	3.5	8	1.4	1	0.6	36	3.3
Main subject area taught[2]										
Self-contained class[3]	65	3.7	29	3.6	5	1.4	(+)	0.2	29	3.7
Mathematics	37	4.6	43	5.5	18	3.7	2	1.0	35	5.7
Science	49	6.2	46	6.6	5	2.0	1	0.5	35	5.9
Social studies	47	5.7	39	5.1	13	3.6	1	1.1	40	5.1
English/language arts	57	4.6	36	4.4	5	2.1	3	1.5	34	5.0

Table B-2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed, by school characteristics: 1996 (continued)

School characteristic	Assisting all students to achieve to high standards									
	Extent to which activity was implemented in class								Information most needed	
	Great extent		Moderate extent		Small extent		Not at all			
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	52	1.7	39	1.8	7	1.2	1	0.3	28	1.7
Instructional level[1]										
Elementary school	61	3.1	32	2.9	7	1.8	(+)	0.2	30	3.3
Middle school	49	3.4	42	3.2	7	1.5	2	0.7	32	3.0
High school	44	2.9	47	3.4	7	2.5	1	0.7	24	2.6
Geographic region										
Northeast	48	4.0	43	3.6	7	1.7	2	0.9	29	3.6
Southeast	60	3.6	36	3.1	4	1.1	(+)	0.2	25	3.1
Central	52	4.1	35	3.4	12	3.0	1	0.7	25	3.4
West	50	2.6	43	3.1	7	2.1	1	0.4	33	3.3
Enrollment size										
Less than 500	50	3.4	40	2.9	9	2.1	(+)	0.3	26	2.5
500 to 999	55	3.2	36	2.9	8	1.7	1	0.5	31	2.6
1,000 or more	51	2.8	44	2.9	4	1.4	1	0.7	26	3.3
Locale										
City	56	3.4	36	2.9	7	2.1	1	0.4	28	2.8
Urban fringe	60	3.8	36	3.6	3	1.2	1	0.6	28	3.3
Town	49	3.9	39	4.0	10	3.3	2	0.8	28	3.3
Rural	42	3.8	49	3.7	9	2.4	1	0.4	30	4.1
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	53	2.5	37	2.2	9	1.9	1	0.4	28	2.6
35 to 49 percent	51	5.1	42	5.1	6	2.2	1	0.9	28	3.9
50 to 74 percent	51	4.5	42	3.7	6	1.7	1	0.4	28	2.6
75 percent or more	54	3.2	40	3.0	5	1.7	1	0.7	28	2.6
Percent minority enrollment										
Less than 6 percent	42	4.3	41	3.8	16	3.2	1	0.7	26	3.3
6 to 20 percent	59	3.6	36	3.2	4	1.5	1	0.6	27	3.1
21 to 49 percent	56	3.8	39	3.9	4	1.4	1	0.5	30	2.9
50 percent or more	52	2.6	41	2.6	6	1.4	1	0.5	30	2.3
Number of years teaching										
Less than 10	47	3.6	46	3.7	7	1.7	1	0.4	26	3.2
10 to 20	50	3.3	40	3.2	9	2.1	1	0.4	32	3.0
21 or more	60	2.2	33	2.3	6	1.5	1	0.6	26	2.7
Main subject area taught[2]										
Self-contained class[3]	62	3.4	32	3.4	7	2.0	0	0.0	29	3.6
Mathematics	46	4.8	44	5.3	9	3.2	1	1.2	20	4.0
Science	38	5.2	49	5.3	11	4.8	2	1.6	32	5.3
Social studies	36	5.2	58	5.6	5	2.4	1	0.9	31	5.7
English/language arts	56	5.2	35	4.5	6	2.8	3	1.5	30	4.7

Table B-2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed, by school characteristics: 1996 (continued)

School characteristic	Using curricula aligned with high standards									
	Extent to which activity was implemented in class								Information most needed	
	Great extent		Moderate extent		Small extent		Not at all			
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	38	1.9	45	1.8	13	1.1	4	0.6	31	1.8
Instructional level[1]										
Elementary school	42	3.4	46	3.5	9	2.5	2	0.9	33	3.5
Middle school	36	2.7	45	3.0	14	1.8	4	1.0	27	2.4
High school	35	3.4	44	3.9	16	2.4	6	1.5	31	2.8
Geographic region										
Northeast	33	3.8	50	3.6	13	2.4	4	1.0	33	3.2
Southeast	42	4.1	43	3.6	11	1.5	4	1.4	27	3.0
Central	40	3.7	41	3.8	14	3.0	5	1.8	31	4.2
West	38	3.8	46	3.7	12	2.9	3	0.9	33	3.2
Enrollment size										
Less than 500	33	3.5	50	3.7	12	2.3	4	1.4	35	3.4
500 to 999	40	3.2	42	2.8	14	2.1	4	0.8	30	2.7
1,000 or more	41	3.5	45	3.7	11	2.3	3	1.2	28	3.2
Locale										
City	44	3.4	41	3.2	12	2.3	4	1.2	34	2.5
Urban fringe	44	4.1	42	3.0	11	2.8	2	1.1	29	3.8
Town	30	2.9	50	3.9	15	2.5	5	1.5	29	3.7
Rural	33	4.6	48	4.1	13	2.7	6	1.7	33	3.6
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	39	2.8	44	2.8	14	2.1	3	0.8	31	2.8
35 to 49 percent	37	4.8	47	5.2	10	2.5	6	2.3	28	3.8
50 to 74 percent	36	4.4	47	4.3	13	2.5	5	1.8	31	3.5
75 percent or more	40	4.0	44	5.4	11	2.5	5	1.4	35	3.6
Percent minority enrollment										
Less than 6 percent	29	4.0	48	3.8	20	2.9	4	1.3	36	4.3
6 to 20 percent	47	3.9	42	3.8	8	1.7	3	1.0	30	3.9
21 to 49 percent	40	5.0	44	4.6	11	2.7	5	1.6	28	3.6
50 percent or more	37	2.8	48	3.5	11	1.6	5	0.8	31	2.6
Number of years teaching										
Less than 10	31	3.5	49	3.2	15	2.6	4	1.3	33	2.6
10 to 20	40	2.8	42	3.2	13	2.1	4	1.1	26	2.9
21 or more	43	3.1	44	3.3	10	2.1	3	1.0	35	2.8
Main subject area taught[2]										
Self-contained class[3]	43	3.7	46	3.3	9	2.1	2	0.7	31	3.7
Mathematics	37	4.4	42	4.6	17	4.0	4	1.8	26	4.4
Science	31	5.6	46	5.2	20	5.1	3	1.6	35	6.0
Social studies	28	5.5	53	6.4	16	3.8	4	1.8	27	4.8
English/language arts	43	5.2	41	5.3	10	2.7	6	2.9	34	4.9

Table B-2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed, by school characteristics: 1996 (continued)

School characteristic	Using textbooks or other instructional materials aligned with high standards									
	Extent to which activity was implemented in class								Information most needed	
	Great extent		Moderate extent		Small extent		Not at all			
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	36	2.0	43	1.9	17	1.2	4	0.7	30	1.8
Instructional level[1]										
Elementary school	38	3.8	42	3.0	17	2.2	3	1.1	32	3.4
Middle school	36	2.3	42	2.9	18	1.8	4	0.9	27	2.7
High school	34	3.4	45	3.5	15	2.0	6	1.6	30	2.3
Geographic region										
Northeast	27	2.9	50	3.2	19	2.9	3	1.0	35	4.4
Southeast	48	3.7	36	3.2	13	2.3	3	0.8	32	4.0
Central	32	3.8	43	4.0	20	2.8	5	2.0	27	4.3
West	37	4.0	44	3.7	15	2.7	4	1.4	27	3.5
Enrollment size										
Less than 500	30	3.9	48	4.0	19	2.2	4	1.5	31	3.9
500 to 999	40	3.2	40	2.5	17	2.1	3	0.7	29	3.0
1,000 or more	38	3.2	42	3.8	14	2.4	5	1.8	31	2.8
Locale										
City	42	3.6	37	2.9	17	3.0	5	1.3	33	3.5
Urban fringe	36	3.6	45	4.2	15	2.8	3	1.3	31	4.0
Town	31	3.7	44	3.4	19	2.5	6	1.6	31	4.0
Rural	37	5.2	46	5.2	15	2.2	1	0.8	24	3.4
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	33	3.0	46	3.0	17	2.0	4	1.0	27	2.8
35 to 49 percent	41	5.7	42	5.1	14	3.1	3	1.6	29	5.0
50 to 74 percent	38	3.4	40	3.4	18	2.4	4	1.3	36	5.0
75 percent or more	38	4.1	40	3.0	16	2.9	6	2.2	37	3.8
Percent minority enrollment										
Less than 6 percent	24	3.3	48	3.5	25	2.9	3	1.4	28	4.3
6 to 20 percent	41	5.9	45	5.7	12	2.3	2	0.8	30	4.5
21 to 49 percent	43	4.4	40	3.8	13	2.8	4	1.4	29	4.2
50 percent or more	38	2.6	39	2.6	17	2.5	6	1.5	33	3.2
Number of years teaching										
Less than 10	32	3.6	46	3.6	17	2.0	5	1.4	32	3.0
10 to 20	36	3.1	45	3.2	17	2.5	3	0.8	29	3.0
21 or more	41	3.7	39	3.5	17	2.6	4	1.3	30	3.6
Main subject area taught[1]										
Self-contained class[3]	42	4.0	42	3.3	15	2.5	2	0.9	29	3.5
Mathematics	44	4.6	43	5.2	11	3.4	2	0.8	22	4.3
Science	35	7.9	46	6.8	18	4.8	1	0.5	28	5.4
Social studies	31	4.6	49	5.6	17	6.3	3	1.4	33	5.3
English/language arts	37	4.6	42	5.0	18	4.1	2	1.4	37	5.6

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Table B-2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed, by school characteristics: 1996 (continued)

School characteristic	Providing students or parents with examples of work that meets high standards									
	Extent to which activity was implemented in class								Information most needed	
	Great extent		Moderate extent		Small extent		Not at all			
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	30	1.8	42	2.3	22	1.5	5	1.0	33	1.7
Instructional level[1]										
Elementary school	38	3.2	41	3.6	17	2.4	4	1.6	33	3.5
Middle school	27	2.3	43	2.6	26	2.4	5	1.0	31	2.7
High school	24	2.6	42	3.6	26	2.9	8	1.5	34	2.9
Geographic region										
Northeast	27	3.5	47	4.3	20	3.7	6	2.2	31	3.6
Southeast	35	4.0	42	3.7	19	3.2	4	1.1	33	3.1
Central	27	4.4	42	5.9	23	4.3	8	2.2	32	4.1
West	31	2.7	39	2.8	26	2.4	4	1.5	34	3.4
Enrollment size										
Less than 500	29	3.3	43	3.7	23	2.8	5	1.5	30	3.4
500 to 999	30	3.1	41	2.9	23	2.0	6	1.5	37	2.5
1,000 or more	31	3.4	43	3.5	20	2.9	6	1.6	28	3.4
Locale										
City	32	3.4	45	3.8	20	2.6	3	1.0	32	3.1
Urban fringe	33	3.7	41	3.4	21	3.1	5	1.5	32	3.9
Town	27	2.7	43	4.4	23	3.0	7	2.0	32	3.1
Rural	29	4.5	39	3.8	25	3.9	7	2.5	36	4.0
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	28	2.9	42	3.6	22	2.6	8	1.6	35	2.7
35 to 49 percent	34	4.0	41	4.5	22	2.9	3	1.6	28	3.8
50 to 74 percent	29	4.2	43	4.1	24	4.0	4	1.0	28	3.7
75 percent or more	34	3.0	42	3.2	21	2.1	3	1.0	37	3.6
Percent minority enrollment										
Less than 6 percent	24	4.3	39	4.1	27	3.7	9	2.2	39	3.6
6 to 20 percent	37	3.9	36	4.1	24	3.7	3	0.9	29	4.1
21 to 49 percent	30	3.5	48	3.6	16	2.2	6	1.9	27	3.6
50 percent or more	30	2.4	44	2.7	23	2.0	3	0.8	35	3.0
Number of years teaching										
Less than 10	26	2.3	43	2.6	27	2.4	5	1.4	34	2.6
10 to 20	32	3.4	39	4.1	23	2.8	6	2.0	32	3.1
21 or more	32	3.0	44	3.6	17	2.5	6	1.4	32	2.9
Main subject area taught[2]										
Self-contained class[3]	38	3.6	43	4.2	17	2.6	3	1.2	34	3.8
Mathematics	24	4.9	37	4.6	31	4.8	8	3.9	33	4.9
Science	23	4.7	34	4.9	34	6.3	9	4.0	42	7.5
Social studies	20	4.7	46	5.4	28	5.0	6	2.4	35	5.8
English/language arts	31	4.4	44	4.9	21	4.3	4	1.9	35	5.3

Table B-2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed, by school characteristics: 1996 (continued)

School characteristic	Using authentic student assessments such as portfolios that measure performance against high standards									
	Extent to which activity was implemented in class								Information most needed	
	Great extent		Moderate extent		Small extent		Not at all			
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	20	1.6	33	1.7	31	1.4	16	1.6	53	2.1
Instructional level[1]										
Elementary school	24	2.7	39	3.2	28	3.4	9	2.2	52	3.8
Middle school	17	2.1	30	2.6	31	2.4	22	2.7	55	3.3
High school	17	2.4	28	3.0	34	3.0	20	2.7	50	3.2
Geographic region										
Northeast	14	2.9	37	4.1	30	4.0	18	2.7	52	4.5
Southeast	17	2.8	36	3.5	32	3.0	14	3.3	55	3.9
Central	26	4.4	26	4.0	30	3.9	18	3.4	52	4.8
West	22	3.4	32	2.9	31	3.3	14	2.5	51	4.5
Enrollment size										
Less than 500	22	2.9	33	3.4	27	3.2	18	2.7	52	3.8
500 to 999	20	2.3	34	2.9	31	2.8	15	2.4	54	3.3
1,000 or more	17	2.3	32	3.0	36	2.7	15	2.4	51	3.2
Locale										
City	21	2.9	38	3.5	29	3.3	11	1.9	53	3.9
Urban fringe	21	3.8	36	3.6	30	3.6	14	3.3	54	4.5
Town	18	3.2	27	3.0	34	3.7	21	3.8	54	4.3
Rural	18	3.3	32	3.5	31	3.3	18	3.2	49	5.2
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	20	2.9	30	2.9	32	2.6	17	2.4	54	3.6
35 to 49 percent	18	3.2	33	4.0	31	4.7	18	3.4	58	4.8
50 to 74 percent	12	2.5	39	4.6	30	3.3	18	3.6	48	4.5
75 percent or more	26	3.4	36	3.3	28	3.7	9	1.9	45	3.2
Percent minority enrollment										
Less than 6 percent	19	3.4	29	3.4	33	4.1	19	2.6	51	4.7
6 to 20 percent	23	4.2	34	3.7	27	4.0	16	3.6	54	5.2
21 to 49 percent	15	2.7	32	4.3	34	3.8	18	3.3	58	3.7
50 percent or more	22	2.2	36	2.8	30	2.4	12	1.6	48	2.4
Number of years teaching										
Less than 10	23	2.8	29	2.6	30	2.8	18	2.6	56	3.5
10 to 20	18	2.8	33	2.4	34	2.6	15	2.5	54	3.8
21 or more	19	2.8	37	3.3	29	2.9	15	2.1	47	3.5
Main subject area taught[2]										
Self-contained class[3]	23	3.1	37	3.6	31	3.8	8	2.2	57	3.7
Mathematics	8	2.3	22	3.9	46	4.8	24	4.2	67	5.0
Science	16	3.7	23	5.2	30	5.0	31	5.9	54	5.9
Social studies	9	2.8	31	5.6	33	5.8	28	5.5	46	5.8
English/language arts	29	4.3	41	4.7	22	4.2	8	3.1	42	4.9

Table B-2.—Percent of public school teachers reporting the extent to which various reform activities were being implemented in their classes and areas for which information was most needed, by school characteristics: 1996 (continued)

School characteristic	Using innovative technologies such as the Internet and telecommunications-supported instruction									
	Extent to which activity was implemented in class								Information most needed	
	Great extent		Moderate extent		Small extent		Not at all			
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	7	1.0	20	1.6	31	1.9	42	1.8	79	1.6
Instructional level[1]										
Elementary school	6	1.5	23	3.5	29	3.4	43	3.4	79	2.8
Middle school	8	1.9	17	1.9	30	2.2	46	2.2	80	1.9
High school	9	1.5	19	2.9	35	3.4	37	3.2	78	2.7
Geographic region										
Northeast	5	2.0	19	3.8	27	3.7	48	4.2	81	3.2
Southeast	8	2.4	25	4.2	26	3.8	40	3.9	79	2.7
Central	5	1.4	15	3.0	35	3.1	45	4.3	80	3.3
West	9	2.3	20	3.3	36	3.5	35	3.7	78	3.3
Enrollment size										
Less than 500	8	1.9	19	2.8	31	3.2	43	3.4	84	2.6
500 to 999	6	1.2	21	2.9	29	2.5	44	3.4	78	2.5
1,000 or more	9	1.8	20	3.0	34	3.6	37	3.4	77	3.4
Locale										
City	6	1.8	22	3.4	28	2.6	43	3.6	76	2.2
Urban fringe	8	2.2	27	4.1	31	3.4	34	4.0	84	3.1
Town	8	2.2	16	2.5	29	3.1	47	4.1	77	2.8
Rural	6	1.8	14	3.4	37	5.8	43	4.9	80	3.6
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	8	1.6	22	2.7	33	2.7	37	2.8	82	2.7
35 to 49 percent	7	2.2	17	4.4	30	4.3	46	5.4	81	3.3
50 to 74 percent	5	2.6	19	3.4	31	4.0	44	4.7	78	3.3
75 percent or more	7	1.4	20	2.5	26	2.6	47	3.6	72	3.8
Percent minority enrollment										
Less than 6 percent	6	1.7	21	3.4	25	2.7	48	3.6	81	3.1
6 to 20 percent	9	2.3	20	3.6	33	4.5	38	4.4	81	3.2
21 to 49 percent	7	2.1	21	4.0	34	3.6	37	3.6	79	2.7
50 percent or more	6	1.6	19	2.2	31	2.9	45	3.4	76	2.8
Number of years teaching										
Less than 10	6	1.6	20	2.5	28	2.0	45	2.7	78	2.4
10 to 20	8	1.6	18	3.2	35	2.9	39	3.4	81	2.7
21 or more	8	2.0	22	3.4	30	3.0	40	3.0	79	3.3
Main subject area taught[2]										
Self-contained class[3]	6	1.7	21	3.1	30	3.3	43	3.5	81	2.6
Mathematics	3	1.9	10	2.9	41	5.4	46	4.5	84	3.6
Science	6	2.6	19	5.5	35	5.9	40	6.4	72	4.8
Social studies	4	1.4	20	5.4	35	6.3	41	5.8	72	5.8
English/language arts	9	2.7	25	4.4	29	4.6	38	5.0	78	3.9

(+) Less than 0.5 percent.

[1]Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[2]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[3]The teacher is responsible for teaching all or most academic subjects to one class.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Table B-3.—Percent of public school teachers reporting that they implemented various education reform activities in any classes, by subject areas and school characteristics: 1996

School characteristic	Using instructional strategies aligned with high standards							
	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	75	2.3	73	2.8	82	1.8	81	2.3
Instructional level*								
Elementary school	72	3.3	71	3.8	84	2.2	84	2.8
Middle school	79	3.4	76	4.6	80	3.6	78	5.6
High school	81	4.7	79	5.1	78	5.0	72	6.7
Geographic region								
Northeast	76	4.5	75	5.8	85	3.7	82	5.3
Southeast	70	4.6	65	5.9	74	4.8	72	6.1
Central	75	5.9	77	6.4	81	5.2	80	5.4
West	78	5.0	75	4.5	88	2.7	88	3.0
Enrollment size								
Less than 500	72	4.5	74	4.8	84	3.1	82	4.0
500 to 999	74	3.5	71	3.9	81	3.4	81	3.8
1,000 or more	83	4.5	77	5.4	78	5.8	80	6.3
Locale								
City	65	3.5	57	4.7	74	3.9	72	5.0
Urban fringe	80	4.0	80	4.7	87	3.6	92	2.5
Town	80	4.3	79	5.8	84	3.8	78	4.4
Rural	71	7.7	78	5.3	83	4.0	83	5.4
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	79	3.6	75	4.4	88	2.6	89	2.5
35 to 49 percent	71	7.2	80	7.1	78	6.1	73	6.8
50 to 74 percent	71	5.4	65	5.6	76	4.7	75	5.9
75 percent or more	71	3.8	69	3.7	76	3.1	75	3.4
Percent minority enrollment								
Less than 6 percent	75	5.0	77	6.0	80	4.7	86	4.1
6 to 20 percent	73	6.1	70	6.4	88	3.8	84	4.7
21 to 49 percent	79	4.7	79	5.5	81	4.7	81	5.3
50 percent or more	72	3.4	66	3.5	78	3.1	74	3.6
Number of years teaching								
Less than 10	80	3.6	74	4.2	86	2.2	84	3.3
10 to 20	79	4.1	73	5.9	82	3.1	83	4.5
21 or more	67	4.7	72	4.5	78	3.9	76	5.2

Table B-3.—Percent of public school teachers reporting that they implemented various education reform activities in any classes, by subject areas and school characteristics: 1996 (continued)

School characteristic	Assisting all students to achieve to high standards							
	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	82	1.9	78	2.6	79	2.2	74	2.4
Instructional level*								
Elementary school	81	2.9	75	3.6	77	3.0	71	3.2
Middle school	82	3.6	83	3.3	85	3.1	78	4.4
High school	83	4.6	82	5.8	83	4.9	86	4.3
Geographic region								
Northeast	74	4.8	67	5.8	70	5.8	66	7.2
Southeast	80	4.5	77	5.2	78	4.5	73	6.1
Central	85	3.9	85	4.0	81	5.1	75	4.9
West	86	3.9	81	4.2	85	3.6	77	3.9
Enrollment size								
Less than 500	84	3.7	81	4.1	79	4.2	73	4.6
500 to 999	81	3.3	74	4.3	79	3.6	71	4.1
1,000 or more	78	5.5	79	5.5	78	5.1	84	5.8
Locale								
City	82	3.4	71	5.4	75	3.9	70	4.2
Urban fringe	82	4.4	83	4.7	82	4.8	76	5.7
Town	82	3.8	79	4.8	82	3.7	76	4.7
Rural	80	4.4	76	5.1	76	6.0	72	6.8
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	84	3.2	80	3.9	80	3.8	75	4.1
35 to 49 percent	74	6.3	69	7.3	74	5.6	70	6.8
50 to 74 percent	84	4.6	83	4.0	84	5.2	77	7.3
75 percent or more	80	3.3	73	3.9	76	3.7	70	4.6
Percent minority enrollment								
Less than 6 percent	78	5.6	74	5.9	70	6.5	66	6.3
6 to 20 percent	84	4.1	79	5.9	81	4.6	73	4.8
21 to 49 percent	84	4.8	86	5.8	84	4.6	80	5.1
50 percent or more	80	3.2	70	4.4	77	3.7	72	4.5
Number of years teaching								
Less than 10	81	3.3	78	3.6	84	2.9	78	3.2
10 to 20	85	3.8	79	4.4	81	4.2	76	4.9
21 or more	79	4.2	75	4.8	72	5.2	65	5.6

Table B-3.—Percent of public school teachers reporting that they implemented various education reform activities in any classes, by subject areas and school characteristics: 1996 (continued)

School characteristic	Using curricula aligned with high standards							
	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	69	2.4	59	2.8	67	2.5	66	3.0
Instructional level*								
Elementary school	69	3.3	53	4.0	64	4.0	66	4.0
Middle school	67	3.9	69	3.6	72	4.0	65	4.3
High school	70	5.8	73	5.6	77	5.3	68	7.8
Geographic region								
Northeast	66	5.7	62	6.1	60	4.7	56	7.1
Southeast	59	4.5	48	4.8	61	4.5	54	5.5
Central	73	5.6	68	6.8	77	4.6	74	5.9
West	76	4.5	58	6.7	70	7.5	74	5.8
Enrollment size								
Less than 500	72	4.2	58	4.6	68	4.7	66	5.4
500 to 999	66	3.6	55	5.0	63	4.8	64	5.0
1,000 or more	69	5.5	70	5.1	75	6.0	68	6.7
Locale								
City	64	4.5	52	4.8	64	3.5	61	5.0
Urban fringe	71	5.0	60	7.1	64	7.6	66	7.1
Town	69	5.9	62	5.9	73	5.5	74	5.4
Rural	70	4.8	60	7.1	66	6.2	60	7.4
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	75	4.2	62	5.2	70	4.5	71	4.9
35 to 49 percent	64	7.2	58	7.1	61	8.7	68	8.5
50 to 74 percent	66	5.8	55	5.1	68	5.1	61	6.4
75 percent or more	59	3.9	54	4.5	62	4.5	55	4.3
Percent minority enrollment								
Less than 6 percent	68	6.0	64	6.9	68	6.1	60	7.7
6 to 20 percent	75	6.1	56	6.4	68	6.7	78	6.2
21 to 49 percent	69	4.6	58	5.3	66	5.8	66	5.6
50 percent or more	62	3.5	57	3.8	63	4.0	56	3.9
Number of years teaching								
Less than 10	70	3.5	55	4.8	70	4.9	67	4.8
10 to 20	69	3.8	60	4.7	70	4.0	65	4.7
21 or more	67	5.2	60	5.2	60	5.0	64	6.0

Table B-3.—Percent of public school teachers reporting that they implemented various education reform activities in any classes, by subject areas and school characteristics: 1996 (continued)

School characteristic	Using textbooks or other instructional materials aligned with high standards							
	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	66	2.7	57	3.0	69	2.9	59	2.4
Instructional level								
Elementary school	65	3.8	52	4.2	66	4.0	58	3.5
Middle school	67	4.2	66	4.1	72	4.3	60	4.4
High school	72	5.4	74	6.9	85	4.1	68	8.5
Geographic region								
Northeast	58	6.1	51	5.4	62	6.6	46	6.4
Southeast	64	4.4	58	4.4	62	5.2	56	4.8
Central	72	5.2	61	7.6	82	4.2	65	4.2
West	69	5.4	60	6.6	72	5.3	66	5.6
Enrollment size								
Less than 500	62	5.0	57	4.4	66	4.3	54	3.8
500 to 999	68	4.0	55	5.3	71	4.7	61	4.4
1,000 or more	70	5.2	64	5.7	74	6.5	68	6.8
Locale								
City	65	4.6	61	4.9	69	4.4	58	3.4
Urban fringe	68	4.9	51	6.8	68	6.2	61	6.6
Town	63	5.9	56	6.0	72	5.8	64	4.9
Rural	68	6.9	63	7.4	68	6.7	51	6.3
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	74	4.0	60	5.6	76	3.8	63	3.9
35 to 49 percent	59	7.5	54	5.8	66	8.6	51	6.2
50 to 74 percent	61	3.7	51	4.7	64	5.1	54	4.9
75 percent or more	56	4.8	60	4.2	62	3.6	62	3.3
Percent minority enrollment								
Less than 6 percent	63	6.2	62	6.9	70	5.6	56	5.9
6 to 20 percent	72	5.5	63	6.6	75	6.2	67	4.7
21 to 49 percent	69	6.3	48	6.9	68	6.4	52	5.5
50 percent or more	58	4.2	57	3.8	63	3.6	62	3.9
Number of years teaching								
Less than 10	62	5.1	56	5.8	73	4.1	64	4.1
10 to 20	69	4.8	60	5.5	68	5.4	57	5.1
21 or more	66	5.2	56	5.3	68	5.4	56	5.0

Table B-3.—Percent of public school teachers reporting that they implemented various education reform activities in any classes, by subject areas and school characteristics: 1996 (continued)

School characteristic	Providing students or parents with examples of work that is successful in meeting high standards							
	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	67	2.7	52	2.2	64	3.1	52	2.8
Instructional level*								
Elementary school	68	3.8	47	3.1	63	4.2	48	3.5
Middle school	68	3.7	61	5.0	66	4.2	64	6.0
High school	67	6.4	67	6.1	70	4.9	59	8.0
Geographic region								
Northeast	58	6.8	50	6.8	53	6.3	48	6.9
Southeast	63	5.2	53	4.7	63	5.0	42	3.6
Central	70	5.4	57	6.9	69	6.9	56	5.4
West	76	4.2	48	5.0	70	6.8	58	6.9
Enrollment size								
Less than 500	69	4.6	48	4.4	67	4.9	47	4.5
500 to 999	64	4.3	52	4.0	60	5.3	54	5.2
1,000 or more	71	6.5	61	5.0	71	6.6	56	6.3
Locale								
City	65	5.1	48	4.7	60	4.2	48	4.3
Urban fringe	77	4.9	52	5.6	65	7.7	48	7.0
Town	64	5.5	56	5.4	69	6.1	59	5.3
Rural	60	6.7	53	6.5	62	7.7	51	6.4
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	72	4.2	52	4.5	64	5.8	52	5.2
35 to 49 percent	62	7.6	60	7.8	61	7.2	53	7.4
50 to 74 percent	68	6.3	55	5.0	69	5.9	53	5.0
75 percent or more	60	3.3	44	3.6	62	4.2	50	4.4
Percent minority enrollment								
Less than 6 percent	64	6.5	57	8.0	60	7.5	47	6.8
6 to 20 percent	73	5.9	54	5.0	67	7.3	55	5.1
21 to 49 percent	72	6.4	53	5.3	65	7.2	53	7.0
50 percent or more	59	2.9	44	3.2	63	4.4	50	4.5
Number of years teaching								
Less than 10	68	3.4	46	4.8	67	4.1	54	4.8
10 to 20	69	4.8	53	5.1	62	5.8	50	5.2
21 or more	65	4.9	55	4.7	64	4.5	50	6.0

Table B-3.—Percent of public school teachers reporting that they implemented various education reform activities in any classes, by subject areas and school characteristics: 1996 (continued)

School characteristic	Using authentic student assessments such as portfolios that measure performance against high standards							
	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	64	2.6	38	2.6	51	3.2	42	3.0
Instructional level*								
Elementary school	64	4.0	38	3.7	55	4.5	44	4.2
Middle school	62	4.7	38	5.2	49	5.5	42	5.6
High school	62	6.3	39	5.7	39	5.5	34	6.7
Geographic region								
Northeast	65	5.3	43	6.5	49	7.6	44	7.5
Southeast	53	5.1	26	4.3	45	5.1	34	4.3
Central	66	7.0	48	8.0	59	7.8	48	6.3
West	69	5.0	37	5.9	53	6.5	44	6.5
Enrollment size								
Less than 500	61	5.0	40	5.1	52	5.2	44	6.0
500 to 999	66	4.2	39	4.5	56	5.2	42	4.8
1,000 or more	60	6.8	31	7.0	36	7.0	37	7.9
Locale								
City	62	4.9	35	4.0	51	4.6	40	4.8
Urban fringe	76	4.5	42	7.4	56	8.6	48	8.8
Town	56	6.4	30	5.7	46	6.8	40	6.6
Rural	57	6.4	47	6.2	51	6.8	41	8.7
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	70	4.0	38	5.1	52	5.7	44	5.0
35 to 49 percent	55	7.3	39	7.8	47	7.2	34	10.6
50 to 74 percent	57	5.6	36	8.8	50	7.0	44	7.8
75 percent or more	61	5.3	40	3.5	54	3.3	45	4.8
Percent minority enrollment								
Less than 6 percent	61	5.9	47	7.5	50	5.6	39	6.7
6 to 20 percent	68	6.1	41	7.0	55	7.3	48	5.8
21 to 49 percent	64	4.7	31	5.2	47	7.1	39	7.5
50 percent or more	60	4.3	35	3.4	53	2.7	43	4.4
Number of years teaching								
Less than 10	66	4.2	43	5.1	54	4.9	44	5.6
10 to 20	62	4.2	43	4.3	51	5.2	43	4.8
21 or more	62	5.0	30	3.7	49	5.4	39	5.7

Table B-3.—Percent of public school teachers reporting that they implemented various education reform activities in any classes, by subject areas and school characteristics: 1996 (continued)

School characteristic	Using innovative technologies such as the Internet and telecommunications-supported instruction							
	English/ language arts		History/ social studies		Mathematics		Science	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	29	2.8	20	2.3	22	2.4	20	2.6
Instructional level*								
Elementary school	25	3.7	17	3.3	20	3.2	16	3.3
Middle school	33	3.6	27	4.4	27	4.7	29	5.1
High school	39	6.6	28	6.4	28	5.4	32	7.8
Geographic region								
Northeast	23	6.0	17	4.6	14	4.5	17	4.7
Southeast	35	6.5	23	5.9	26	6.2	28	6.9
Central	20	4.3	20	4.6	18	5.3	13	3.4
West	34	5.1	21	4.0	28	5.2	23	4.6
Enrollment size								
Less than 500	27	4.6	21	4.1	18	3.6	21	4.4
500 to 999	26	4.2	20	4.0	24	4.2	19	4.0
1,000 or more	40	7.6	21	4.9	28	4.5	25	5.8
Locale								
City	28	5.4	15	3.2	22	3.5	19	4.0
Urban fringe	30	6.0	21	5.6	20	5.0	21	6.0
Town	29	5.1	24	4.9	26	5.8	22	5.5
Rural	28	4.0	21	6.9	18	5.1	19	5.6
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	28	4.4	22	4.3	22	4.1	22	4.5
35 to 49 percent	22	5.6	22	6.4	17	5.7	19	6.7
50 to 74 percent	37	7.2	18	5.4	27	5.8	25	6.0
75 percent or more	28	3.6	16	2.6	21	4.0	15	2.2
Percent minority enrollment								
Less than 6 percent	24	4.5	19	4.6	19	5.3	16	4.6
6 to 20 percent	28	6.3	13	4.0	17	5.4	22	5.8
21 to 49 percent	33	5.5	31	6.8	28	5.2	24	6.2
50 percent or more	28	3.2	16	2.7	21	3.1	16	2.4
Number of years teaching								
Less than 10	33	3.8	18	4.1	25	4.4	22	4.1
10 to 20	24	4.6	18	3.9	19	3.5	18	4.4
21 or more	29	4.9	24	4.3	22	4.9	21	5.3

*Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

NOTE: Percents are based on those that teach the subject.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

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Table B-4.—Percent of public school teachers with special needs students in the classes indicating the extent to which they applied the same high standards of performance used for other students to these students, and the percent of all public school teachers indicating the extent to which they needed information on helping special needs students achieve to high standards, by school characteristics: 1996

School characteristic	Students with limited English proficiency							
	Extent held to same high standards as other students							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	33	2.4	47	2.4	17	2.1	3	1.0
Instructional level[1]								
Elementary school	33	4.9	48	5.0	16	3.8	3	2.1
Middle school	29	3.3	51	3.5	17	2.6	3	1.2
High school	37	4.0	42	3.5	18	3.3	3	1.2
Geographic region								
Northeast	34	4.1	46	4.7	16	3.8	5	1.7
Southeast	34	6.0	48	6.4	17	5.2	1	0.8
Central	32	6.8	43	7.3	22	4.9	3	1.7
West	34	3.5	48	3.6	14	2.9	3	1.6
Enrollment size								
Less than 500	24	4.3	50	5.6	22	4.1	4	1.7
500 to 999	34	3.6	48	3.9	15	2.5	4	1.6
1,000 or more	41	3.7	42	3.5	15	3.3	1	0.5
Locale								
City	35	4.8	49	3.8	14	3.8	2	0.7
Urban fringe	36	4.1	47	4.6	13	3.0	4	2.4
Town	27	4.1	43	5.5	27	3.4	4	1.6
Rural	35	7.2	49	7.5	13	4.6	3	2.2
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	33	3.7	44	3.6	20	3.1	3	1.4
35 to 49 percent	38	7.3	44	5.6	18	5.1	(*)	0.4
50 to 74 percent	27	3.6	59	4.6	8	3.3	6	2.3
75 percent or more	37	4.4	45	4.4	15	2.6	3	1.3
Percent minority enrollment								
Less than 6 percent	27	5.8	41	6.2	28	6.9	4	2.2
6 to 20 percent	27	6.3	50	6.3	21	3.9	2	1.1
21 to 49 percent	36	4.8	46	5.2	13	4.3	5	2.4
50 percent or more	40	3.0	46	3.2	12	2.3	2	0.7
Number of years teaching								
Less than 10	30	3.7	48	3.8	18	2.6	4	1.9
10 to 20	33	4.8	49	5.0	14	3.2	3	1.4
21 or more	37	4.0	43	4.6	18	3.7	2	1.0
Main subject area taught[2]								
Self-contained class[3]	39	4.7	43	4.7	16	3.8	2	0.9
Mathematics	42	7.8	38	7.8	12	4.9	8	5.9
Science	23	6.8	60	7.0	12	5.1	4	3.6
Social studies	26	5.7	42	6.9	30	6.4	3	1.8
English/language arts	31	5.4	57	5.7	10	2.9	2	1.7

Table B-4.—Percent of public school teachers with special needs students in the classes indicating the extent to which they applied the same high standards of performance used for other students to these students, and the percent of all public school teachers indicating the extent to which they needed information on helping special needs students achieve to high standards, by school characteristics: 1996 (continued)

School characteristic	Students with limited English proficiency					
	Need for information					
	Very much needed		Somewhat needed		Not needed	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	26	1.7	31	1.9	42	2.0
Instructional level[1]						
Elementary school	25	3.6	31	3.7	43	4.0
Middle school	32	2.8	28	2.6	41	2.8
High school	24	2.9	35	2.8	41	3.2
Geographic region						
Northeast	21	2.9	39	4.1	40	4.5
Southeast	22	3.3	23	3.5	55	4.0
Central	22	3.3	28	3.2	50	4.3
West	39	4.4	35	3.5	26	3.4
Enrollment size						
Less than 500	25	3.4	27	3.5	48	3.9
500 to 999	29	3.4	32	3.6	39	3.4
1,000 or more	25	2.8	34	3.1	40	4.1
Locale						
City	29	4.0	34	4.1	37	3.4
Urban fringe	31	4.3	38	3.5	31	4.6
Town	24	3.4	32	3.0	44	3.6
Rural	20	3.4	19	4.4	62	4.2
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	25	2.6	33	3.0	42	3.4
35 to 49 percent	18	3.0	32	4.7	50	5.0
50 to 74 percent	36	4.6	22	3.3	42	4.7
75 percent or more	29	4.2	35	2.2	35	4.3
Percent minority enrollment						
Less than 6 percent	18	2.6	28	3.9	54	3.8
6 to 20 percent	27	4.0	32	4.3	41	4.9
21 to 49 percent	26	3.6	31	4.2	43	4.5
50 percent or more	35	3.1	35	2.6	30	2.6
Number of years teaching						
Less than 10	28	3.1	34	3.5	37	3.5
10 to 20	25	2.9	29	3.4	46	3.6
21 or more	26	2.6	30	3.4	43	3.9
Main subject area taught[2]						
Self-contained class[3]	25	3.7	29	3.1	45	3.7
Mathematics	24	5.0	32	4.6	44	3.9
Science	31	5.4	28	4.1	40	5.6
Social studies	32	6.4	37	6.4	32	4.4
English/language arts	30	4.0	28	4.7	42	5.5

Table B-4.—Percent of public school teachers with special needs students in the classes indicating the extent to which they applied the same high standards of performance used for other students to these students, and the percent of all public school teachers indicating the extent to which they needed information on helping special needs students achieve to high standards, by school characteristics: 1996 (continued)

School characteristic	Students with disabilities							
	Extent held to same high standards as other students							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	28	2.1	51	2.5	19	1.8	2	0.6
Instructional level[1]								
Elementary school	24	3.9	55	4.5	18	3.2	2	1.0
Middle school	32	2.6	44	3.0	21	2.2	3	0.9
High school	33	3.6	48	3.2	18	3.1	2	0.9
Geographic region								
Northeast	25	3.4	50	4.8	23	4.9	2	0.9
Southeast	30	3.7	48	3.4	19	3.1	4	1.7
Central	29	5.3	54	5.6	16	3.9	1	0.6
West	30	4.2	51	4.6	18	2.5	2	0.9
Enrollment size								
Less than 500	20	3.7	58	4.1	21	3.8	1	0.4
500 to 999	28	3.6	52	3.8	18	2.5	2	0.7
1,000 or more	41	3.8	39	4.1	16	3.1	4	1.8
Locale								
City	34	3.7	44	3.7	20	2.5	3	1.0
Urban fringe	33	4.9	51	5.4	14	2.5	3	1.5
Town	24	3.9	48	4.2	25	3.1	3	1.0
Rural	21	4.4	61	5.9	17	4.3	(+)	0.3
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	29	2.9	52	3.6	17	2.5	1	0.6
35 to 49 percent	29	5.2	50	5.0	21	4.7	1	0.6
50 to 74 percent	26	4.4	52	5.4	17	3.1	6	2.8
75 percent or more	28	5.4	46	4.3	23	2.4	3	1.3
Percent minority enrollment								
Less than 6 percent	27	4.7	49	5.4	24	4.2	1	0.4
6 to 20 percent	29	3.9	54	4.6	15	3.1	2	0.8
21 to 49 percent	24	4.6	55	5.3	17	4.0	4	1.7
50 percent or more	34	3.9	43	3.1	20	2.2	3	0.8
Number of years teaching								
Less than 10	27	3.1	51	3.4	20	2.4	2	0.8
10 to 20	31	3.7	48	4.5	17	3.2	3	1.4
21 or more	27	3.3	52	3.9	20	3.6	1	0.5
Main subject area taught[2]								
Self-contained class[3]	28	3.8	52	5.0	18	3.7	3	1.3
Mathematics	28	5.3	51	5.9	21	4.1	0	0.0
Science	30	5.7	52	5.6	18	4.4	(+)	0.3
Social studies	29	5.0	39	6.2	30	5.4	2	1.2
English/language arts	34	6.2	51	6.1	14	3.4	1	0.9

Table B-4.— Percent of public school teachers with special needs students in the classes indicating the extent to which they applied the same high standards of performance used for other students to these students, and the percent of all public school teachers indicating the extent to which they needed information on helping special needs students achieve to high standards, by school characteristics: 1996 (continued)

School characteristic	Students with disabilities					
	Need for information					
	Very much needed		Somewhat needed		Not needed	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	31	1.9	42	1.8	27	1.7
Instructional level[1]						
Elementary school	33	3.5	43	3.3	24	2.7
Middle school	32	2.7	42	3.8	26	2.6
High school	25	2.9	42	3.5	32	3.6
Geographic region						
Northeast	36	4.6	39	3.7	25	3.3
Southeast	30	3.7	43	4.2	27	3.0
Central	22	3.3	43	4.0	35	4.2
West	35	4.3	44	3.6	22	3.5
Enrollment size						
Less than 500	28	3.9	47	3.4	25	2.9
500 to 999	34	3.5	40	3.3	26	2.6
1,000 or more	28	3.0	41	4.5	31	4.1
Locale						
City	36	3.3	34	3.9	29	2.7
Urban fringe	32	4.5	45	4.2	23	3.5
Town	28	3.8	47	3.7	25	3.4
Rural	26	5.5	42	4.8	33	4.7
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	28	2.9	44	2.7	28	2.7
35 to 49 percent	28	5.6	47	5.7	25	3.3
50 to 74 percent	33	5.2	39	4.3	28	3.8
75 percent or more	39	3.3	36	2.4	26	3.1
Percent minority enrollment						
Less than 6 percent	26	4.0	46	3.3	28	4.2
6 to 20 percent	25	4.1	47	3.7	28	3.8
21 to 49 percent	32	4.2	40	4.5	28	3.4
50 percent or more	39	3.1	37	3.0	23	2.4
Number of years teaching						
Less than 10	32	3.4	44	3.5	25	2.9
10 to 20	31	2.8	43	2.9	26	2.9
21 or more	29	3.2	41	3.1	30	2.8
Main subject area taught[2]						
Self-contained class[3]	33	4.0	41	3.8	26	3.0
Mathematics	30	5.0	36	5.4	34	5.2
Science	33	5.8	45	5.6	22	5.5
Social studies	32	6.0	45	6.1	23	3.9
English/language arts	21	3.7	44	4.7	34	5.0

(*) Less than 0.5 percent.

[1]Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[2]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[3]The teacher is responsible for teaching all or most academic subjects to one class.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Table B-5.—Percent of public school teachers reporting that they engaged in selected parental involvement activities, and the percent indicating the extent to which information was needed, by school characteristics: 1996

School characteristic	Providing information or advice to parents to help them create supportive learning environments at home							
	Extent held to same high standards as other students							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e	Percent	s.e	Percent	s.e.	Percent	s.e.
All teachers	28	1.7	36	1.9	28	1.6	8	1.0
Instructional level[1]								
Elementary school	46	3.5	32	2.6	20	2.6	1	0.4
Middle school	20	3.0	41	3.8	30	2.9	8	1.8
High school	10	2.3	36	3.3	36	3.2	18	2.9
Geographic region								
Northeast	31	4.3	36	3.8	24	3.6	9	2.0
Southeast	28	4.1	41	4.4	25	3.4	6	1.6
Central	29	4.6	31	3.3	30	3.6	10	1.9
West	25	3.2	34	3.6	32	3.6	9	2.1
Enrollment size								
Less than 500	33	3.6	34	3.0	27	3.1	7	1.7
500 to 999	30	3.2	38	2.8	25	2.6	7	1.4
1,000 or more	19	3.3	35	3.4	33	3.1	13	2.7
Locale								
City	31	3.4	34	3.1	29	2.5	6	1.3
Urban fringe	35	3.8	36	3.6	22	3.5	7	2.1
Town	22	3.9	36	3.8	30	3.2	12	2.0
Rural	23	4.6	38	3.5	32	4.2	7	2.0
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	28	2.5	34	2.8	28	2.7	11	1.8
35 to 49 percent	32	5.2	34	4.5	28	3.9	5	1.3
50 to 74 percent	27	4.1	40	4.6	25	4.0	8	1.6
75 percent or more	26	3.3	39	2.8	29	3.4	5	1.6
Percent minority enrollment								
Less than 6 percent	23	3.7	34	3.0	30	3.6	13	2.5
6 to 20 percent	27	3.8	35	4.6	30	4.5	8	2.1
21 to 49 percent	36	5.3	35	4.0	22	3.6	6	1.6
50 percent or more	25	2.3	39	2.8	30	2.3	6	1.3
Number of years teaching								
Less than 10	19	2.2	36	3.2	36	2.6	9	1.9
10 to 20	35	4.0	32	3.2	24	2.7	8	1.9
21 or more	30	3.4	39	3.4	23	3.0	7	1.5
Main subject area taught[2]								
Self-contained class[3]	48	3.6	32	3.0	20	2.4	(+)	0.1
Mathematics	17	4.2	33	5.6	39	5.5	11	3.0
Science	11	3.4	36	5.8	27	6.9	26	5.7
Social studies	18	5.0	46	6.7	30	4.9	6	3.0
English/language arts	22	4.4	42	5.9	27	4.4	9	2.6

Table B-5.—Percent of public school teachers reporting that they engaged in selected parental involvement activities, and the percent indicating the extent to which information was needed, by school characteristics: 1996 (continued)

School characteristic	Providing information or advice to parents to help them create supportive learning environments at home					
	Need for information					
	Very much needed		Somewhat needed		Not needed	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	27	1.5	47	1.8	26	1.6
Instructional level[1]						
Elementary school	20	3.1	48	3.6	31	3.6
Middle school	30	2.6	45	3.0	25	2.3
High school	31	2.6	48	3.0	21	3.1
Geographic region						
Northeast	26	3.1	42	3.9	32	3.7
Southeast	26	3.2	51	3.1	23	3.4
Central	25	3.8	46	4.2	29	3.6
West	29	3.9	50	3.9	21	3.2
Enrollment size						
Less than 500	25	3.6	48	3.4	27	3.3
500 to 999	26	2.1	48	3.0	26	3.0
1,000 or more	30	3.0	46	2.8	25	3.3
Locale						
City	29	3.2	44	2.8	27	3.4
Urban fringe	20	2.5	49	3.6	31	4.5
Town	33	4.1	42	4.1	25	3.6
Rural	24	3.6	55	4.3	20	4.4
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	22	2.4	48	2.8	30	3.0
35 to 49 percent	26	3.9	49	4.4	25	4.5
50 to 74 percent	31	3.6	49	3.9	20	4.3
75 percent or more	36	5.4	41	4.0	23	3.6
Percent minority enrollment						
Less than 6 percent	24	3.0	50	3.1	25	2.8
6 to 20 percent	24	3.4	48	4.2	27	4.0
21 to 49 percent	20	2.7	47	4.0	32	4.7
50 percent or more	37	3.9	44	3.5	18	2.3
Number of years teaching						
Less than 10	35	2.4	44	2.7	21	2.5
10 to 20	21	2.1	53	3.3	26	2.6
21 or more	23	3.3	45	3.0	31	2.8
Main subject area taught[2]						
Self-contained class[3]	22	2.4	46	3.9	32	3.6
Mathematics	32	4.8	51	5.6	17	3.6
Science	29	4.2	49	6.0	22	6.1
Social studies	32	5.8	42	5.6	26	5.4
English/language arts	30	3.6	48	5.4	22	4.8

Table B-5.—Percent of public school teachers reporting that they engaged in selected parental involvement activities, and the percent indicating the extent to which information was needed, by school characteristics: 1996 (continued)

School characteristic	Involving parents in classroom activities							
	Extent held to same high standards as other students							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e	Percent	s.e	Percent	s.e.	Percent	s.e.
All teachers	10	1.4	26	1.8	36	2.1	28	1.6
Instructional level[1]								
Elementary school	17	3.3	38	3.9	34	3.9	11	2.1
Middle school	5	1.0	18	2.1	43	2.4	35	3.0
High school	3	1.4	14	2.3	35	3.2	48	3.5
Geographic region								
Northeast	8	3.2	22	2.7	35	3.5	35	3.8
Southeast	9	2.2	28	4.5	35	3.6	28	3.5
Central	9	2.9	28	4.3	38	4.0	26	3.7
West	12	3.3	25	3.2	38	4.4	25	3.1
Enrollment size								
Less than 500	12	2.7	33	3.2	34	3.1	21	2.7
500 to 999	11	2.8	25	3.1	40	3.2	23	2.2
1,000 or more	4	1.6	18	2.5	32	3.8	45	3.2
Locale								
City	11	2.4	27	3.2	36	3.4	26	2.4
Urban fringe	11	3.5	29	3.9	31	4.4	29	3.7
Town	10	2.1	26	3.9	37	3.6	27	3.7
Rural	6	2.8	19	3.3	43	4.4	32	4.5
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	10	2.4	23	2.6	36	3.1	31	2.5
35 to 49 percent	13	3.8	27	5.0	33	4.5	27	3.9
50 to 74 percent	5	1.4	29	5.5	37	4.3	29	4.1
75 percent or more	10	1.8	28	2.7	41	3.5	21	3.4
Percent minority enrollment								
Less than 6 percent	8	3.0	20	3.2	40	3.5	32	3.4
6 to 20 percent	12	3.9	29	4.4	29	4.1	29	3.8
21 to 49 percent	10	3.0	28	4.3	38	4.9	24	3.5
50 percent or more	8	1.5	26	2.3	38	2.7	28	3.3
Number of years teaching								
Less than 10	6	1.3	20	2.4	44	3.1	31	2.8
10 to 20	10	2.6	30	3.6	29	3.4	31	3.6
21 or more	13	2.5	27	3.0	36	2.9	24	2.3
Main subject area taught[2]								
Self-contained class[3]	21	3.8	39	3.7	32	4.0	8	1.8
Mathematics	2	1.3	13	3.3	38	4.8	47	4.3
Science	3	1.6	9	3.5	45	5.9	43	5.9
Social studies	4	2.1	20	4.7	39	6.4	37	6.2
English/language arts	2	0.9	21	4.0	41	4.6	35	4.2

Table B-5.—Percent of public school teachers reporting that they engaged in selected parental involvement activities, and the percent indicating the extent to which information was needed, by school characteristics: 1996 (continued)

School characteristic	Involving parents in classroom activities					
	Need for information					
	Very much needed		Somewhat needed		Not needed	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	29	1.6	45	2.3	26	2.0
Instructional level[1]						
Elementary school	22	2.9	51	3.4	26	3.2
Middle school	36	3.0	42	2.7	22	2.0
High school	33	2.4	38	3.4	29	3.7
Geographic region						
Northeast	27	4.0	47	5.1	26	3.4
Southeast	37	3.7	38	3.9	25	4.0
Central	20	3.0	54	4.7	26	4.2
West	32	3.1	42	3.1	26	3.2
Enrollment size						
Less than 500	24	2.7	50	3.6	26	3.8
500 to 999	32	2.9	44	3.6	24	3.1
1,000 or more	32	2.8	41	3.7	27	3.6
Locale						
City	32	2.9	41	3.9	27	3.5
Urban fringe	24	3.5	45	3.6	30	3.4
Town	31	3.7	42	3.6	27	3.8
Rural	30	2.8	54	3.4	16	3.8
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	23	2.6	48	3.3	29	3.0
35 to 49 percent	31	3.7	45	4.5	24	5.1
50 to 74 percent	40	5.3	39	5.2	22	4.7
75 percent or more	38	3.3	39	3.2	22	3.2
Percent minority enrollment						
Less than 6 percent	22	3.5	51	4.4	27	3.3
6 to 20 percent	25	3.6	47	3.5	28	4.2
21 to 49 percent	28	3.7	46	4.6	26	4.7
50 percent or more	43	2.7	36	3.1	21	2.6
Number of years teaching						
Less than 10	39	3.2	41	2.9	20	3.0
10 to 20	24	2.6	51	3.6	25	3.1
21 or more	26	2.7	43	4.0	31	3.5
Main subject area taught[2]						
Self-contained class[3]	23	2.9	48	3.7	29	3.4
Mathematics	38	5.1	42	5.8	21	5.2
Science	33	6.2	50	6.1	17	4.6
Social studies	38	5.1	39	5.5	23	4.3
English/language arts	34	4.2	43	5.2	22	4.5

Table B-5.—Percent of public school teachers reporting that they engaged in selected parental involvement activities, and the percent indicating the extent to which information was needed, by school characteristics: 1996 (continued)

School characteristic	Sharing responsibility with parents for academic performance of their children							
	Extent held to same high standards as other students							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e	Percent	s.e	Percent	s.e.	Percent	s.e.
All teachers	26	2.0	34	2.0	24	1.7	16	1.5
Instructional level[1]								
Elementary school	35	3.5	31	3.3	22	2.8	11	2.3
Middle school	25	2.6	38	2.7	23	2.7	15	1.9
High school	15	2.3	36	3.5	27	3.0	22	2.9
Geographic region								
Northeast	26	4.2	33	4.9	26	3.2	16	3.2
Southeast	22	3.7	39	3.3	26	3.6	13	2.6
Central	27	4.2	30	3.6	24	3.0	18	2.9
West	28	3.7	33	3.2	22	3.0	17	3.0
Enrollment size								
Less than 500	25	3.6	36	4.0	25	2.8	15	2.2
500 to 999	30	3.8	30	2.3	25	2.9	15	2.2
1,000 or more	20	2.4	38	3.8	23	3.4	18	3.5
Locale								
City	33	4.0	33	3.4	22	2.8	11	2.5
Urban fringe	28	3.5	34	4.0	22	4.0	15	3.2
Town	21	3.4	34	3.4	23	2.1	22	3.1
Rural	20	5.5	35	3.9	32	3.6	14	3.0
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	26	3.3	31	3.0	25	2.6	18	2.2
35 to 49 percent	24	4.6	40	5.1	25	3.0	11	2.8
50 to 74 percent	26	4.2	36	3.0	23	3.3	15	3.2
75 percent or more	28	2.9	36	2.8	22	2.1	14	2.2
Percent minority enrollment								
Less than 6 percent	19	3.8	36	4.1	27	2.4	17	2.8
6 to 20 percent	24	4.6	35	4.1	25	4.8	15	3.6
21 to 49 percent	32	4.9	29	3.3	23	3.2	16	3.6
50 percent or more	28	2.2	36	2.2	21	2.0	15	2.0
Number of years teaching								
Less than 10	21	2.2	35	3.4	29	2.9	14	2.2
10 to 20	29	2.9	34	3.4	21	2.6	16	3.0
21 or more	28	3.4	32	4.0	23	3.0	17	2.6
Main subject area taught[2]								
Self-contained class[3]	38	3.5	31	3.1	22	3.3	8	1.9
Mathematics	15	4.0	36	4.7	31	5.0	17	4.1
Science	17	4.2	34	5.4	27	5.7	22	5.9
Social studies	20	4.5	37	6.8	16	3.7	27	6.4
English/language arts	25	4.3	31	4.2	26	4.7	17	3.5

Table B-5.—Percent of public school teachers reporting that they engaged in selected parental involvement activities, and the percent indicating the extent to which information was needed, by school characteristics: 1996 (continued)

School characteristic	Sharing responsibility with parents for academic performance of their children					
	Need for information					
	Very much needed		Somewhat needed		Not needed	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	33	2.0	44	1.9	23	1.7
Instructional level[1]						
Elementary school	29	3.0	46	3.5	25	3.2
Middle school	36	2.6	41	3.0	24	2.5
High school	35	2.9	44	3.1	21	2.9
Geographic region						
Northeast	27	3.0	51	3.6	22	3.0
Southeast	39	4.0	41	4.2	20	3.1
Central	27	4.1	45	3.8	27	3.0
West	38	3.7	38	3.5	24	3.4
Enrollment size						
Less than 500	28	3.0	44	3.9	28	3.9
500 to 999	35	2.8	44	2.9	21	2.4
1,000 or more	37	3.6	42	4.2	21	3.5
Locale						
City	36	3.6	39	3.8	24	2.4
Urban fringe	28	3.3	47	4.0	25	2.3
Town	36	3.6	38	2.7	26	3.8
Rural	32	4.6	52	4.5	16	3.4
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	27	2.3	46	2.6	27	2.4
35 to 49 percent	38	4.6	41	4.2	20	4.3
50 to 74 percent	43	5.7	42	5.6	15	2.8
75 percent or more	36	3.1	41	2.6	22	2.8
Percent minority enrollment						
Less than 6 percent	27	3.7	49	3.7	24	3.0
6 to 20 percent	33	4.8	42	3.9	25	4.7
21 to 49 percent	33	3.8	42	5.2	25	3.8
50 percent or more	40	3.1	43	2.4	17	1.9
Number of years teaching						
Less than 10	40	4.2	42	3.5	17	2.9
10 to 20	28	2.9	48	3.8	24	3.1
21 or more	32	3.2	40	3.4	28	3.1
Main subject area taught[2]						
Self-contained class[3]	30	3.0	45	3.6	26	3.6
Mathematics	40	5.0	40	5.2	19	5.0
Science	38	7.1	50	6.6	12	4.1
Social studies	38	6.0	39	6.0	23	6.0
English/language arts	39	4.0	40	5.1	21	3.8

[1]Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[2]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[3]The teacher is responsible for teaching all or most academic subjects to one class.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

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Table B-6.—Percent of public school teachers reporting that they engaged in professional development activities, and the mean number of hours they spent on professional development activities during the period from September 1, 1994, through August 31, 1995, by school characteristics: 1996

School characteristic	Percent attending activities		Mean number of hours[1]	
	Percent	s.e.	Number	s.e.
All teachers	94	1.0	42.3	1.8
Instructional level[2]				
Elementary school	95	1.8	46.2	3.0
Middle school	94	2.0	42.5	2.9
High school	93	1.6	37.8	2.7
Geographic region				
Northeast	95	2.0	41.8	4.5
Southeast	94	2.0	48.2	3.6
Central	94	1.6	37.2	3.1
West	93	2.1	41.8	2.5
Enrollment size				
Less than 500	95	1.6	42.5	3.0
500 to 999	94	1.7	42.0	2.4
1,000 or more	92	2.2	42.6	3.1
Locale				
City	92	2.3	44.0	3.1
Urban fringe	95	1.6	49.8	3.8
Town	92	2.0	36.7	2.4
Rural	97	1.2	37.2	3.9
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	94	1.2	40.1	2.4
35 to 49 percent	89	3.4	38.4	3.8
50 to 74 percent	95	1.2	50.0	5.6
75 percent or more	97	0.9	46.4	3.5
Percent minority enrollment				
Less than 6 percent	94	1.6	34.7	2.2
6 to 20 percent	97	1.6	48.0	4.6
21 to 49 percent	91	2.6	42.4	3.6
50 percent or more	94	1.6	44.2	2.6
Number of years teaching				
Less than 10	89	2.5	38.2	2.4
10 to 20	96	1.6	41.8	2.6
21 or more	97	1.0	46.8	3.7
Main subject area taught[3]				
Self-contained class[4]	97	1.4	47.6	3.2
Mathematics	93	3.0	35.9	2.9
Science	91	3.8	46.5	6.1
Social studies	94	3.2	30.9	2.9
English/language arts	92	3.2	37.6	3.4

[1]Mean is based only on those teachers who reported that they participated in professional development during the period September 1, 1994, through August 31, 1995.

[2]Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[3]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[4]The teacher is responsible for teaching all or most academic subjects to one class.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Table B-7.—Percent of public school teachers reporting that they attended specific types of professional development activities, and the percent reporting that information on high standards was a focus of the activity attended, by school characteristics: 1996

School characteristic	Inservice workshop or program							
	Attended[1]		Information on high standards presented[2]					
			Major focus		Not major focus, but information provided		No information provided	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	97	0.5	41	1.9	46	1.9	13	1.2
Instructional level[3]								
Elementary school	98	0.5	45	3.4	46	3.3	9	1.9
Middle school	96	1.1	34	3.2	49	2.8	18	2.3
High school	95	1.3	42	3.3	44	3.7	14	2.6
Geographic region								
Northeast	95	1.1	41	4.7	47	4.0	12	2.3
Southeast	97	1.2	40	3.4	47	3.5	13	2.5
Central	97	1.2	43	3.7	46	4.5	11	2.5
West	98	0.7	39	4.4	46	3.2	14	2.4
Enrollment size								
Less than 500	98	0.6	46	3.7	46	3.7	8	1.8
500 to 999	97	0.8	39	3.5	48	2.7	14	1.7
1,000 or more	95	1.4	38	4.0	46	3.7	16	3.3
Locale								
City	96	1.1	44	3.3	48	3.2	8	2.1
Urban fringe	98	0.9	42	4.3	46	3.7	12	2.1
Town	97	0.9	36	3.2	47	3.4	17	2.6
Rural	95	1.8	41	5.0	46	5.5	13	3.2
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	96	0.9	37	2.9	48	2.7	14	2.0
35 to 49 percent	97	1.2	42	5.2	46	5.0	11	2.7
50 to 74 percent	98	0.7	41	5.3	45	4.1	13	2.6
75 percent or more	97	1.2	49	3.6	42	4.0	8	1.5
Percent minority enrollment								
Less than 6 percent	96	1.2	34	4.1	52	4.6	14	2.7
6 to 20 percent	98	0.7	44	4.5	40	4.2	16	3.1
21 to 49 percent	97	1.3	40	5.0	49	4.4	11	2.2
50 percent or more	96	1.2	46	2.9	44	2.9	10	1.7
Number of years teaching								
Less than 10	96	1.1	42	2.9	44	2.9	13	2.1
10 to 20	97	0.9	33	3.0	52	3.7	14	2.3
21 or more	97	0.9	47	3.1	42	2.6	11	2.1
Main subject area taught[4]								
Self-contained class[5]	98	0.6	45	3.7	44	3.7	12	2.3
Mathematics	97	1.7	43	5.2	46	5.0	10	3.5
Science	94	3.1	40	6.0	49	6.9	11	4.1
Social studies	96	1.6	34	5.5	59	5.6	7	2.8
English/language arts	96	1.9	32	4.6	48	5.4	20	4.7

Table B-7.—Percent of public school teachers reporting that they attended specific types of professional development activities and the percent reporting that information on high standards was a focus of the activity attended, by school characteristics: 1996 (continued)

School characteristic	District or school-based long-term or ongoing comprehensive professional development program							
	Attended[1]		Information on high standards presented[2]					
			Major focus		Not major focus, but information provided		No information provided	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	71	2.0	47	2.9	46	3.0	7	1.2
Instructional level[3]								
Elementary school	75	2.7	50	4.6	44	4.5	6	1.9
Middle school	68	2.7	44	3.1	47	3.3	10	1.9
High school	68	3.0	47	3.8	46	4.1	7	2.3
Geographic region								
Northeast	68	3.5	43	4.7	50	5.8	7	2.5
Southeast	70	3.6	48	4.7	47	4.6	5	1.7
Central	70	4.6	49	5.9	46	5.7	5	1.8
West	75	3.8	48	6.3	42	5.1	11	2.7
Enrollment size								
Less than 500	71	3.2	52	5.1	43	5.1	5	1.8
500 to 999	72	2.7	43	4.5	49	4.1	8	2.0
1,000 or more	69	3.4	48	4.9	45	5.0	8	2.3
Locale								
City	69	4.0	54	3.9	42	3.8	4	1.3
Urban fringe	73	3.9	46	6.4	42	5.8	12	2.8
Town	70	4.2	46	4.8	46	4.2	8	2.0
Rural	71	3.8	42	5.7	55	5.9	4	2.0
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	70	3.0	42	4.8	48	4.6	9	2.1
35 to 49 percent	79	3.9	48	5.2	45	5.1	8	2.6
50 to 74 percent	65	4.2	49	7.2	48	7.0	2	1.1
75 percent or more	72	3.1	59	5.3	36	5.2	4	1.2
Percent minority enrollment								
Less than 6 percent	65	3.5	43	6.5	50	6.4	7	2.6
6 to 20 percent	73	4.1	47	6.6	44	6.3	9	3.0
21 to 49 percent	76	4.3	42	4.9	51	5.2	6	2.2
50 percent or more	70	2.5	58	4.1	36	4.0	5	1.2
Number of years teaching								
Less than 10	65	3.1	48	4.3	47	4.2	5	1.9
10 to 20	69	3.2	42	4.4	51	5.0	7	2.1
21 or more	78	2.5	51	4.9	41	4.7	8	2.4
Main subject area taught[4]								
Self-contained class[5]	75	3.4	51	5.3	43	5.3	6	2.3
Mathematics	67	5.5	44	6.8	45	6.6	11	4.0
Science	65	7.1	50	8.3	44	9.0	6	4.0
Social studies	72	4.2	46	7.1	49	7.1	5	3.2
English/language arts	70	5.5	42	5.7	46	6.1	11	3.0

Table B-7.—Percent of public school teachers reporting that they attended specific types of professional development activities and the percent reporting that information on high standards was a focus of the activity attended, by school characteristics: 1996 (continued)

School characteristic	Professional teacher association meeting							
	Attended[1]		Information on high standards presented[2]					
			Major focus		Not major focus, but information provided		No information provided	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	54	1.9	22	2.4	60	2.7	17	2.1
Instructional level[3]								
Elementary school	56	3.6	21	4.2	62	4.7	16	3.8
Middle school	51	3.3	24	3.2	56	4.4	20	3.3
High school	55	3.8	23	3.7	61	4.4	15	3.7
Geographic region								
Northeast	62	4.1	22	5.2	61	5.6	16	3.4
Southeast	51	4.4	28	3.5	60	3.9	12	3.0
Central	55	4.2	27	5.7	56	6.8	18	4.5
West	49	3.8	13	3.1	64	5.7	23	5.3
Enrollment size								
Less than 500	53	3.5	21	5.0	59	6.0	19	4.6
500 to 999	54	2.9	20	3.3	62	3.4	18	2.8
1,000 or more	55	4.2	28	4.2	59	4.7	13	3.6
Locale								
City	52	3.8	28	3.9	63	4.4	9	2.3
Urban fringe	58	2.9	24	5.4	57	5.9	18	4.0
Town	54	3.2	16	3.9	58	6.4	26	6.8
Rural	50	5.2	23	6.0	64	6.4	13	4.0
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	56	3.3	21	3.6	59	4.0	19	3.2
35 to 49 percent	52	5.5	22	5.3	61	8.4	16	8.3
50 to 74 percent	54	5.2	19	3.6	66	5.8	15	3.6
75 percent or more	50	3.7	31	5.4	57	6.9	12	3.6
Percent minority enrollment								
Less than 6 percent	58	4.1	25	5.6	52	4.8	24	4.0
6 to 20 percent	50	4.5	17	3.9	72	6.0	11	3.8
21 to 49 percent	55	4.6	19	4.9	61	7.4	20	6.2
50 percent or more	51	2.7	30	4.2	58	4.7	11	2.1
Number of years teaching								
Less than 10	39	3.6	22	4.4	60	5.4	18	4.4
10 to 20	60	3.5	22	3.7	64	4.6	14	2.8
21 or more	61	3.6	23	3.4	56	4.2	20	3.8
Main subject area taught[4]								
Self-contained class[5]	56	3.6	18	4.6	64	6.0	19	5.3
Mathematics	44	5.7	28	8.2	55	9.1	17	6.2
Science	56	6.7	31	7.6	64	8.1	5	2.6
Social studies	47	6.6	24	7.1	59	8.7	18	6.8
English/language arts	46	5.8	18	4.4	60	6.9	23	5.7

Table B-7.—Percent of public school teachers reporting that they attended specific types of professional development activities and the percent reporting that information on high standards was a focus of the activity attended, by school characteristics: 1996 (continued)

School characteristic	Summer institute (which may have included followup activities)							
	Attended[1]		Information on high standards presented[2]					
			Major focus		Not major focus, but information provided		No information provided	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	36	1.6	45	3.8	45	3.7	10	1.9
Instructional level[3]								
Elementary school	39	3.2	50	6.3	42	6.3	8	2.6
Middle school	33	2.8	36	5.4	48	5.5	16	3.6
High school	36	3.4	46	6.4	46	6.0	8	3.1
Geographic region								
Northeast	32	4.5	43	7.8	48	7.4	9	3.4
Southeast	42	3.9	56	6.1	36	5.4	8	2.8
Central	37	4.0	36	8.5	55	9.5	9	3.8
West	34	3.7	42	7.9	45	7.7	12	4.0
Enrollment size								
Less than 500	35	2.8	47	5.6	44	5.6	9	2.4
500 to 999	39	2.7	41	5.4	49	5.6	10	2.8
1,000 or more	33	3.7	50	7.5	39	5.6	11	3.5
Locale								
City	37	3.9	60	6.5	36	5.8	4	1.6
Urban fringe	38	3.4	43	7.3	48	8.0	9	5.2
Town	35	3.2	46	7.5	38	6.6	16	3.7
Rural	34	3.4	28	6.2	62	7.4	10	4.4
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	36	2.5	37	5.7	49	6.2	13	3.6
35 to 49 percent	40	5.1	51	10.2	43	9.6	5	2.6
50 to 74 percent	36	4.3	48	7.3	46	7.1	6	2.3
75 percent or more	32	3.5	61	4.4	33	4.2	7	2.8
Percent minority enrollment								
Less than 6 percent	36	4.0	35	9.8	55	10.5	10	3.3
6 to 20 percent	36	4.0	42	6.8	47	6.1	11	4.7
21 to 49 percent	36	4.8	47	7.9	44	7.0	9	3.5
50 percent or more	35	2.6	59	3.7	35	3.4	6	1.7
Number of years teaching								
Less than 10	33	2.5	37	5.3	50	5.7	13	2.8
10 to 20	37	2.6	43	5.7	48	5.7	8	2.8
21 or more	38	3.6	53	6.5	39	5.4	8	4.4
Main subject area taught[4]								
Self-contained class[5]	42	3.6	50	5.9	41	6.0	9	2.8
Mathematics	33	4.9	58	9.7	38	9.4	4	2.8
Science	43	7.3	36	10.8	49	9.9	15	7.0
Social studies	27	5.5	54	13.1	43	12.8	3	2.9
English/language arts	32	3.8	45	8.4	40	8.6	15	6.3

[1]Percents are based on public school teachers participating in professional development during the period September 1994 through August 1995—94 percent of all teachers.

[2]Percents are based on teachers who attended the activity.

[3]Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[4]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[5]The teacher is responsible for teaching all or most academic subjects to one class.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996

School characteristic	Planned according to school needs							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	41	2.1	41	2.0	16	1.4	2	0.6
Instructional level[1]								
Elementary school	48	3.7	40	3.6	10	2.1	1	1.0
Middle school	40	3.5	42	3.1	15	2.3	3	0.8
High school	31	4.2	43	2.9	23	3.1	3	1.0
Geographic region								
Northeast	34	5.3	46	4.3	18	3.7	2	0.8
Southeast	46	4.4	35	3.7	17	3.4	2	0.8
Central	38	4.0	44	4.4	14	2.5	4	2.1
West	44	3.8	40	3.9	14	3.4	1	0.4
Enrollment size								
Less than 500	43	4.4	38	4.2	16	3.1	2	1.3
500 to 999	44	3.1	40	2.4	15	1.9	2	0.6
1,000 or more	33	3.3	47	4.2	17	2.4	3	1.2
Locale								
City	44	3.4	40	2.8	14	2.0	2	0.6
Urban fringe	39	4.1	46	4.2	12	2.6	3	1.1
Town	36	3.4	40	3.5	21	4.0	3	1.6
Rural	46	6.2	37	4.8	17	3.1	(*)	0.2
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	39	3.3	44	3.1	15	2.1	2	0.9
35 to 49 percent	36	6.3	37	6.0	25	5.3	1	1.0
50 to 74 percent	44	4.2	38	3.7	14	2.7	3	1.0
75 percent or more	47	2.5	39	3.5	11	2.2	3	1.0
Percent minority enrollment								
Less than 6 percent	34	4.8	42	3.8	20	3.6	4	1.9
6 to 20 percent	44	4.0	41	4.4	14	2.5	1	0.5
21 to 49 percent	47	4.1	37	4.1	15	3.1	1	0.4
50 percent or more	39	2.5	45	3.0	12	1.7	4	1.1
Number of years teaching								
Less than 10	37	2.6	42	3.1	19	2.3	2	0.6
10 to 20	40	3.9	41	4.0	16	2.7	3	1.4
21 or more	45	3.4	41	3.8	12	2.6	2	0.6
Main subject area taught[2]								
Self-contained class[3]	47	3.6	41	3.9	11	1.8	2	1.2
Mathematics	40	5.8	42	5.9	16	3.5	2	0.8
Science	35	5.8	38	6.5	26	6.4	1	0.8
Social studies	33	5.4	47	5.9	17	4.5	3	1.2
English/language arts	43	5.1	46	4.8	9	2.4	2	1.0

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996 (continued)

School characteristic	Provided opportunities to share information with colleagues at your school							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	30	2.3	35	2.3	26	1.8	8	1.1
Instructional level[1]								
Elementary school	39	3.6	35	3.4	20	3.0	6	1.7
Middle school	26	2.3	38	2.6	27	2.8	9	1.8
High school	21	3.2	34	3.4	32	3.2	12	1.6
Geographic region								
Northeast	25	3.9	39	5.0	29	3.9	6	1.4
Southeast	32	3.6	37	3.7	23	3.0	8	3.0
Central	38	4.6	30	4.4	22	4.2	10	2.8
West	27	3.7	34	4.3	29	3.4	9	2.2
Enrollment size								
Less than 500	34	3.4	31	3.4	26	3.2	9	2.5
500 to 999	31	3.1	39	3.3	25	2.6	5	1.2
1,000 or more	26	3.3	34	2.8	29	3.4	12	2.0
Locale								
City	35	3.3	33	3.4	24	2.7	8	2.1
Urban fringe	33	4.8	31	4.3	28	3.6	9	2.0
Town	24	3.3	39	3.5	26	3.2	11	3.5
Rural	29	4.2	39	5.5	27	3.5	6	1.7
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	27	3.4	36	3.3	28	2.8	10	1.6
35 to 49 percent	28	4.7	35	4.6	28	4.0	9	3.6
50 to 74 percent	33	5.1	36	4.4	23	3.4	8	2.2
75 percent or more	41	4.8	31	4.6	22	2.6	5	1.5
Percent minority enrollment								
Less than 6 percent	30	5.5	32	4.0	31	4.2	7	2.3
6 to 20 percent	32	3.5	31	3.5	23	3.6	14	2.7
21 to 49 percent	26	4.2	41	3.8	26	3.6	6	2.1
50 percent or more	34	3.8	34	3.5	25	2.6	7	1.4
Number of years teaching								
Less than 10	33	3.8	33	3.3	25	2.4	8	2.0
10 to 20	29	3.4	35	2.8	29	3.1	7	1.6
21 or more	30	3.1	36	3.7	24	3.2	10	2.4
Main subject area taught[2]								
Self-contained class[3]	39	3.8	34	3.9	20	3.6	7	2.1
Mathematics	27	5.2	39	4.8	29	4.6	5	2.0
Science	27	5.2	27	7.1	31	6.2	15	4.3
Social studies	22	5.5	41	5.6	29	5.0	7	2.8
English/language arts	21	4.5	43	5.3	25	4.6	11	3.2

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996 (continued)

School characteristic	Useful for helping students achieve to high standards							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	29	2.1	45	2.0	22	1.8	5	0.7
Instructional level[1]								
Elementary school	37	3.8	46	3.3	14	2.5	3	1.0
Middle school	24	2.4	45	2.6	25	2.5	6	1.2
High school	20	3.2	43	3.6	29	3.6	7	1.6
Geographic region								
Northeast	20	2.9	49	3.9	25	3.8	6	1.8
Southeast	38	3.9	36	2.7	21	3.2	5	1.0
Central	31	4.4	45	5.0	19	3.2	5	2.0
West	25	3.9	49	4.3	22	3.9	4	1.2
Enrollment size								
Less than 500	26	2.7	49	3.3	21	3.6	4	1.5
500 to 999	33	3.6	43	3.2	18	2.5	6	1.1
1,000 or more	25	3.4	43	4.0	27	3.1	4	1.2
Locale								
City	37	4.5	38	3.4	21	3.1	4	1.1
Urban fringe	26	3.7	50	4.4	19	3.1	4	1.4
Town	22	3.0	44	3.9	26	4.4	8	2.2
Rural	30	5.0	47	4.7	19	3.1	4	1.5
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	27	3.1	48	3.2	21	2.2	4	1.1
35 to 49 percent	22	5.8	39	4.8	32	5.4	6	2.3
50 to 74 percent	29	3.7	46	4.1	19	2.7	7	1.6
75 percent or more	40	3.2	39	3.1	16	2.6	4	1.2
Percent minority enrollment								
Less than 6 percent	22	3.9	45	3.9	27	4.0	5	2.0
6 to 20 percent	27	3.6	46	4.0	21	3.5	5	1.6
21 to 49 percent	31	4.6	45	4.3	20	3.2	4	1.3
50 percent or more	34	2.7	42	3.4	19	2.2	5	1.2
Number of years teaching								
Less than 10	22	2.7	47	3.2	25	2.9	6	1.6
10 to 20	30	3.4	45	3.0	20	2.6	5	1.5
21 or more	33	3.5	43	4.0	20	2.5	4	1.0
Main subject area taught[2]								
Self-contained class[3]	37	3.8	44	3.6	15	3.1	3	1.3
Mathematics	31	6.2	39	5.1	21	3.7	9	3.1
Science	22	5.3	45	5.3	24	6.2	10	3.5
Social studies	20	5.1	50	6.4	26	5.1	3	1.4
English/language arts	33	4.7	44	4.9	19	3.6	4	1.4

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996 (continued)

School characteristic	Aligned with high standards							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	28	1.9	45	1.8	23	1.7	5	0.7
Instructional level[1]								
Elementary school	34	3.4	47	3.4	15	3.1	3	1.1
Middle school	26	2.0	42	2.9	25	2.6	7	1.2
High school	22	3.3	43	3.5	30	3.1	5	1.2
Geographic region								
Northeast	25	3.8	41	3.7	28	4.0	5	1.2
Southeast	35	4.3	39	3.0	21	3.2	4	1.1
Central	26	3.8	50	4.4	19	2.8	5	2.2
West	26	3.2	48	3.7	22	3.9	4	1.0
Enrollment size								
Less than 500	30	3.6	44	3.9	22	3.6	5	1.6
500 to 999	28	3.1	45	2.8	22	2.5	5	0.9
1,000 or more	27	3.8	44	3.8	24	2.5	5	1.2
Locale								
City	32	4.3	44	4.1	19	3.1	4	1.0
Urban fringe	30	3.8	45	3.7	20	2.6	4	1.1
Town	25	3.0	38	3.6	30	3.8	6	2.0
Rural	23	4.6	52	4.5	22	3.6	4	1.2
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	26	2.9	46	3.1	24	2.0	4	1.0
35 to 49 percent	22	6.1	50	5.8	24	4.9	4	1.4
50 to 74 percent	31	4.0	40	3.4	21	3.6	9	1.7
75 percent or more	37	3.5	40	3.2	19	2.2	4	1.2
Percent minority enrollment								
Less than 6 percent	21	3.7	46	5.3	26	3.6	6	2.2
6 to 20 percent	27	3.8	46	3.9	23	3.1	4	1.4
21 to 49 percent	33	4.3	43	4.1	21	4.0	3	0.9
50 percent or more	30	2.2	43	2.6	20	1.8	6	1.1
Number of years teaching								
Less than 10	25	3.0	47	3.7	24	2.8	4	1.0
10 to 20	29	2.9	42	3.0	24	3.0	5	1.4
21 or more	29	3.1	45	3.5	21	2.6	5	1.2
Main subject area taught[2]								
Self-contained class[3]	35	3.7	47	4.1	14	3.4	4	1.3
Mathematics	30	5.6	44	5.3	24	3.8	3	1.3
Science	31	4.8	32	5.1	31	6.0	7	3.4
Social studies	24	4.4	45	5.4	26	5.7	5	3.0
English/language arts	25	4.2	49	5.0	21	4.0	5	1.6

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996 (continued)

School characteristic	Provided strategies to apply in the classroom							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	29	1.9	40	1.8	24	1.9	7	1.2
Instructional level[1]								
Elementary school	41	3.8	40	3.3	16	2.7	3	1.1
Middle school	19	2.1	44	2.6	29	2.7	8	1.5
High school	19	3.4	38	3.6	29	3.5	14	2.5
Geographic region								
Northeast	26	3.9	39	4.8	29	4.9	6	1.5
Southeast	37	3.6	40	4.1	17	2.8	7	1.9
Central	27	4.9	37	3.9	26	3.6	9	2.7
West	24	4.1	45	3.9	23	3.8	7	1.9
Enrollment size								
Less than 500	28	3.9	44	3.7	22	3.3	7	1.8
500 to 999	34	3.2	38	2.7	23	2.4	5	1.2
1,000 or more	21	2.5	40	3.9	27	3.4	11	2.7
Locale								
City	34	3.9	39	3.0	20	3.0	6	1.7
Urban fringe	29	4.0	38	3.6	26	3.1	8	2.0
Town	24	2.5	38	3.1	30	4.0	9	2.4
Rural	26	5.6	49	4.3	17	3.2	7	1.8
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	25	2.9	40	2.9	28	2.9	7	1.6
35 to 49 percent	24	5.8	43	6.0	25	5.3	9	2.6
50 to 74 percent	33	4.7	41	4.0	18	3.1	8	2.3
75 percent or more	41	2.8	40	3.0	14	2.3	6	1.6
Percent minority enrollment								
Less than 6 percent	25	4.7	38	3.1	26	3.6	10	3.0
6 to 20 percent	30	4.2	37	3.9	25	3.2	7	1.8
21 to 49 percent	26	4.6	43	4.0	26	4.8	5	1.6
50 percent or more	33	2.3	42	2.3	17	2.3	8	1.7
Number of years teaching								
Less than 10	28	2.7	40	3.1	26	3.4	6	1.2
10 to 20	28	3.4	41	3.2	23	2.7	9	2.4
21 or more	30	3.2	40	3.1	22	3.2	7	1.7
Main subject area taught[2]								
Self-contained class[3]	39	4.0	40	3.7	17	3.4	4	1.4
Mathematics	21	4.6	44	5.3	27	5.7	8	2.4
Science	18	4.4	39	6.5	33	5.7	10	4.7
Social studies	17	4.6	52	6.2	22	4.8	9	3.5
English/language arts	31	4.8	43	4.6	22	3.3	4	1.5

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996 (continued)

School characteristic	Ongoing, integrated professional development program							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	26	1.9	40	2.0	23	1.9	11	1.3
Instructional level[1]								
Elementary school	34	3.8	40	3.8	18	3.2	9	2.0
Middle school	25	2.5	37	2.4	25	2.5	13	2.0
High school	16	2.6	43	3.3	29	3.3	12	2.1
Geographic region								
Northeast	28	4.0	41	5.1	21	3.5	11	2.5
Southeast	25	3.5	40	3.9	21	3.4	14	3.2
Central	31	5.0	34	3.9	25	5.2	10	2.1
West	22	4.3	44	3.8	25	3.8	9	2.0
Enrollment size								
Less than 500	28	3.9	36	3.7	25	3.8	11	2.5
500 to 999	29	3.4	40	2.7	19	2.2	12	2.0
1,000 or more	18	2.7	45	4.2	27	3.3	9	1.8
Locale								
City	27	4.1	41	3.5	25	3.0	7	1.8
Urban fringe	29	4.7	41	4.2	21	4.0	8	2.0
Town	22	2.7	37	3.9	25	3.7	17	3.1
Rural	26	6.1	42	5.5	20	4.5	11	2.8
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	27	3.0	38	2.6	23	2.8	11	1.6
35 to 49 percent	23	4.8	42	5.0	26	5.0	10	3.6
50 to 74 percent	24	4.0	40	3.4	22	3.4	14	2.6
75 percent or more	29	3.0	43	3.6	20	2.0	8	1.7
Percent minority enrollment								
Less than 6 percent	24	4.7	36	3.6	24	4.1	15	2.7
6 to 20 percent	29	3.8	35	3.6	26	3.9	10	3.2
21 to 49 percent	26	4.9	44	4.5	20	4.3	10	2.4
50 percent or more	25	2.5	45	3.2	22	1.8	9	1.5
Number of years teaching								
Less than 10	22	3.4	42	3.4	21	2.3	14	2.2
10 to 20	27	3.2	39	3.3	24	2.8	10	2.1
21 or more	29	3.0	39	3.4	23	3.0	9	2.2
Main subject area taught[2]								
Self-contained class[3]	35	4.0	36	3.9	17	3.4	11	2.3
Mathematics	14	4.4	50	5.0	29	5.3	7	1.7
Science	20	5.4	35	5.8	35	7.2	11	5.4
Social studies	20	4.4	48	6.1	25	5.3	7	2.8
English/language arts	26	4.7	43	4.4	20	3.3	11	3.2

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996 (continued)

School characteristic	Provided followup activities							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	17	1.7	33	2.1	34	2.0	16	1.4
Instructional level[1]								
Elementary school	25	3.1	37	3.4	28	3.0	9	1.9
Middle school	12	1.8	32	2.6	36	2.4	19	2.3
High school	8	2.3	27	3.1	40	3.4	24	3.1
Geographic region								
Northeast	16	3.1	34	4.2	35	3.9	15	2.7
Southeast	22	4.2	34	4.0	31	3.8	13	1.8
Central	16	3.2	32	5.2	32	4.2	20	3.4
West	13	3.6	31	4.1	39	4.0	17	2.7
Enrollment size								
Less than 500	15	3.0	36	3.4	33	3.9	16	2.6
500 to 999	21	2.8	33	3.0	31	2.6	15	2.0
1,000 or more	12	2.3	28	3.3	42	4.2	19	2.4
Locale								
City	21	3.2	36	3.2	28	3.3	15	2.5
Urban fringe	18	3.8	30	4.0	34	3.5	17	2.8
Town	12	2.4	29	3.3	41	3.3	18	3.2
Rural	15	3.9	37	5.7	33	5.4	15	3.1
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	13	2.5	31	3.3	38	3.2	17	2.3
35 to 49 percent	14	4.6	33	4.9	39	5.4	14	3.5
50 to 74 percent	23	4.7	34	3.7	24	3.1	19	2.7
75 percent or more	23	2.6	37	4.1	27	2.3	13	2.4
Percent minority enrollment								
Less than 6 percent	13	3.1	32	4.8	35	4.4	19	3.4
6 to 20 percent	17	4.2	34	3.5	32	3.4	17	3.5
21 to 49 percent	18	3.5	28	4.0	39	4.3	14	2.8
50 percent or more	18	1.9	37	3.2	30	2.2	14	2.0
Number of years teaching								
Less than 10	16	2.6	30	3.2	36	2.6	18	2.5
10 to 20	17	2.7	34	3.5	32	2.8	17	2.5
21 or more	17	3.0	34	3.2	36	3.7	13	2.3
Main subject area taught[2]								
Self-contained class[3]	26	2.9	36	3.6	27	3.4	11	2.5
Mathematics	10	3.4	31	5.3	39	4.9	20	3.7
Science	13	4.4	30	5.7	35	5.9	22	5.6
Social studies	9	2.5	37	6.9	41	6.8	14	4.4
English/language arts	13	3.7	38	5.2	34	3.8	15	3.5

Table B-8.—Percent of public school teachers describing the school-sponsored or supported professional development activities they attended during the period from September 1, 1994, through August 31, 1995, according to selected criteria, by school characteristics: 1996 (continued)

School characteristic	Provided networking activities							
	Great extent		Moderate extent		Small extent		Not at all	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	10	1.3	24	1.6	30	1.8	35	1.8
Instructional level[1]								
Elementary school	13	2.6	25	3.1	29	3.1	33	3.1
Middle school	8	1.5	23	2.5	33	2.5	36	2.4
High school	7	2.2	24	3.0	31	3.2	38	3.3
Geographic region								
Northeast	10	2.8	25	3.8	31	3.6	34	4.1
Southeast	14	3.7	18	3.0	35	4.4	33	3.2
Central	8	2.0	32	4.7	26	4.6	34	3.6
West	8	2.2	22	2.8	30	4.4	39	3.4
Enrollment size								
Less than 500	7	1.8	28	3.8	25	3.2	39	4.1
500 to 999	12	2.4	21	2.0	34	2.7	33	2.5
1,000 or more	10	2.6	25	3.7	31	3.7	34	3.3
Locale								
City	15	3.0	24	3.6	32	3.9	28	2.9
Urban fringe	12	2.9	24	3.5	29	4.0	35	3.9
Town	4	1.1	24	3.7	30	3.9	41	4.6
Rural	8	3.0	26	4.3	30	4.4	36	4.9
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	9	2.0	25	2.8	31	2.6	35	2.6
35 to 49 percent	9	4.6	24	3.2	32	4.5	35	4.7
50 to 74 percent	12	3.4	25	3.5	26	4.1	38	4.1
75 percent or more	14	2.3	22	2.7	31	3.7	33	5.3
Percent minority enrollment								
Less than 6 percent	6	2.0	27	4.8	29	4.5	38	3.9
6 to 20 percent	11	2.9	21	3.6	32	4.1	36	3.2
21 to 49 percent	11	3.0	27	4.4	28	3.8	33	3.8
50 percent or more	11	1.4	22	2.2	33	3.2	34	4.0
Number of years teaching								
Less than 10	10	2.1	24	2.8	33	2.7	33	3.5
10 to 20	11	1.9	25	2.6	32	2.8	32	2.8
21 or more	9	2.3	25	3.2	26	2.9	41	3.7
Main subject area taught[2]								
Self-contained class[3]	13	2.4	23	2.8	27	2.9	38	3.0
Mathematics	6	3.5	23	4.7	36	5.3	34	5.5
Science	11	4.4	13	5.0	38	6.3	38	6.0
Social studies	6	1.8	29	6.1	32	6.3	33	6.1
English/language arts	7	2.2	27	4.4	34	4.0	32	4.0

[1]Data for combined schools are not reported as a separate instructional level because there are very few such schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[2]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[3]The teacher is responsible for teaching all or most academic subjects to one class.

NOTE: Percents are based on public school teachers participating in professional development during the period September 1994 through August 1995—94 percent of all teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Table B-9.—Percent of public school teachers reporting that specific information sources were used and that they were very effective in helping the respondent to understand or use comprehensive reform strategies, by school characteristics: 1996

School characteristics	Other teachers		Inservice training		School administrators		Institutes or workshops		School districts		Professional journals	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	39	2.1	37	2.2	23	1.9	38	2.0	16	1.7	26	2.3
Instructional level[1]												
Elementary school	42	3.8	46	3.7	27	3.3	44	3.9	20	2.7	34	3.8
Middle school	38	2.6	34	2.6	23	2.7	37	2.6	15	2.0	24	3.0
High school	35	3.1	28	3.4	14	2.0	29	3.2	12	2.3	17	2.6
Geographic region												
Northeast	33	4.4	37	4.9	21	3.7	36	4.5	16	3.2	28	4.6
Southeast	41	3.8	46	4.6	29	3.5	42	3.6	22	3.6	30	3.8
Central	39	3.8	33	4.3	22	5.1	37	4.1	14	3.0	27	4.7
West	40	3.9	33	2.9	19	3.3	35	3.2	14	2.6	19	2.8
Enrollment size												
Less than 500	36	4.5	42	3.7	21	3.4	43	3.6	16	2.7	30	4.8
500 to 999	38	2.8	36	3.2	24	3.1	36	3.0	17	2.8	26	3.1
1,000 or more	43	3.4	33	3.1	23	3.1	33	3.5	16	2.3	20	3.0
Locale												
City	40	3.5	41	3.9	29	3.5	43	3.6	21	4.3	28	4.3
Urban fringe	49	4.7	44	4.7	26	4.4	38	3.4	18	3.8	27	4.2
Town	36	3.7	28	3.8	15	2.2	30	3.6	12	2.2	25	3.7
Rural	27	3.8	36	4.5	21	3.7	39	6.5	15	2.5	24	5.3
Percent of students eligible for free or reduced-price lunch												
Less than 35 percent	37	3.3	36	3.0	21	2.9	38	3.0	14	2.1	30	3.3
35 to 49 percent	35	5.1	34	5.0	18	4.0	34	4.5	17	4.2	21	4.8
50 to 74 percent	44	3.9	42	5.2	30	4.9	39	5.0	22	4.9	18	2.9
75 percent or more	42	2.3	41	2.8	26	3.7	40	3.4	19	2.5	27	3.4
Percent minority enrollment												
Less than 6 percent	34	3.2	33	3.6	22	4.6	33	5.0	12	2.7	27	5.0
6 to 20 percent	44	5.8	43	4.6	24	4.5	42	2.3	22	4.1	29	5.1
21 to 49 percent	36	3.3	35	4.4	21	3.3	36	4.1	13	4.2	24	3.8
50 percent or more	41	2.6	40	3.0	25	3.0	39	2.8	19	2.3	25	2.8
Number of years teaching												
Less than 10	47	3.2	35	3.1	23	3.1	36	2.6	15	2.8	24	3.0
10 to 20	40	3.6	34	3.2	27	3.2	36	3.6	16	2.6	29	3.7
21 or more	30	3.5	43	4.6	18	2.4	40	3.7	18	2.8	25	3.5
Main subject area taught[2]												
Self-contained class[3]	45	4.1	45	4.3	30	3.7	45	4.0	20	3.2	33	4.6
Mathematics	35	4.4	24	4.8	18	5.0	29	4.1	11	3.4	13	3.6
Science	32	4.7	28	5.6	13	4.7	25	6.0	16	4.6	26	5.7
Social studies	31	5.7	32	5.0	18	3.5	24	4.2	14	4.5	20	5.4
English/language arts	47	5.1	38	4.3	20	3.5	45	5.0	20	4.0	28	4.9

Table B-9.—Percent of public school teachers reporting that specific information sources were used and that they were very effective in helping the respondent to understand or use comprehensive reform strategies, by school characteristics: 1996 (continued)

School characteristics	State-developed content standards		State or district education conferences		Media		Professional teacher associations		Institutions of higher education	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	15	1.4	28	2.1	12	1.5	20	1.8	26	2.0
Instructional level[1]										
Elementary school	16	2.7	32	3.9	14	2.7	21	3.1	31	4.4
Middle school	15	2.6	29	2.5	10	1.9	24	2.8	25	2.7
High school	13	2.4	22	2.3	10	2.2	15	2.2	19	3.2
Geographic region										
Northeast	14	4.1	21	5.0	14	4.1	18	3.3	31	5.7
Southeast	17	3.1	35	4.1	12	2.2	20	2.8	23	3.2
Central	15	3.0	24	4.3	12	2.8	18	5.1	26	5.1
West	12	2.8	30	3.6	10	2.0	22	3.3	23	3.8
Enrollment size										
Less than 500	18	3.5	29	4.2	13	3.1	17	3.6	31	3.9
500 to 999	13	2.5	25	2.6	10	2.1	21	2.7	26	2.8
1,000 or more	13	2.5	30	3.1	13	2.6	21	3.3	19	3.0
Locale										
City	13	2.2	29	2.9	15	2.4	18	2.9	24	3.0
Urban fringe	16	3.5	31	3.6	14	3.2	25	4.8	32	5.2
Town	14	3.2	20	2.6	6	1.8	21	3.5	21	3.3
Rural	17	3.8	32	7.0	12	4.3	12	3.1	25	4.5
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	14	2.5	24	3.4	11	2.6	23	3.3	27	3.2
35 to 49 percent	14	3.6	27	3.4	11	3.1	12	3.1	20	3.9
50 to 74 percent	12	3.2	36	4.5	12	2.8	21	3.7	21	3.6
75 percent or more	20	3.2	32	2.7	15	3.2	16	2.1	32	3.0
Percent minority enrollment										
Less than 6 percent	16	4.0	25	5.7	14	3.8	17	4.7	27	4.2
6 to 20 percent	12	2.4	29	4.0	7	2.2	22	3.9	24	5.5
21 to 49 percent	14	3.3	24	3.1	11	3.1	21	3.7	24	4.1
50 percent or more	16	2.3	33	2.2	15	2.4	18	2.3	28	2.7
Number of years teaching										
Less than 10	11	1.9	26	2.8	13	2.7	16	2.7	28	2.6
10 to 20	14	2.8	28	3.2	12	2.3	22	2.9	21	3.0
21 or more	18	3.0	29	4.6	11	2.3	21	3.8	27	4.1
Main subject area taught[2]										
Self-contained class[3]	16	3.0	32	3.3	14	2.8	21	3.6	30	4.4
Mathematics	14	4.9	20	4.5	4	1.7	25	5.3	15	4.3
Science	6	2.8	14	4.4	9	4.0	21	5.6	20	5.2
Social studies	12	3.6	21	5.1	17	5.1	16	3.9	18	4.4
English/language arts	15	3.6	34	5.5	11	3.3	16	3.8	23	4.6

Table B-9.—Percent of public school teachers reporting that specific information sources were used and that they were very effective in helping the respondent to understand or use comprehensive reform strategies, by school characteristics: 1996 (continued)

School characteristics	State department of education		Other teacher organizations		Teacher unions		National model content standards		Intermediate or regional education agency	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	7	1.1	19	2.3	11	1.6	12	1.7	8	1.5
Instructional level[1]										
Elementary school	8	2.2	22	3.6	12	2.8	12	2.9	8	2.7
Middle school	10	2.0	23	3.2	11	2.1	13	2.6	10	2.2
High school	4	1.3	14	2.9	10	2.6	11	2.8	7	2.3
Geographic region										
Northeast	7	4.0	20	4.5	10	2.5	13	4.0	9	3.4
Southeast	12	2.4	14	3.0	9	3.6	13	3.7	7	3.2
Central	3	1.4	24	5.0	14	3.6	11	3.6	5	2.0
West	5	1.6	18	3.0	12	3.1	10	2.0	11	2.4
Enrollment size										
Less than 500	8	2.8	18	3.3	7	2.7	15	3.8	9	3.0
500 to 999	7	1.6	21	3.6	14	2.7	10	2.2	7	1.4
1,000 or more	6	1.6	18	4.3	12	2.9	11	2.7	8	4.2
Locale										
City	10	2.1	18	3.7	14	3.6	10	3.0	8	1.8
Urban fringe	3	1.3	26	5.1	16	4.0	17	4.8	12	4.6
Town	6	1.3	15	3.9	6	1.9	9	3.4	5	1.7
Rural	11	4.0	15	3.4	8	3.8	11	3.4	8	2.8
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	5	1.9	25	3.4	14	2.6	12	2.9	7	1.8
35 to 49 percent	7	3.2	10	3.3	7	2.1	18	4.9	12	5.0
50 to 74 percent	8	2.3	15	3.0	8	4.2	6	2.0	5	2.4
75 percent or more	14	2.4	17	2.7	13	2.2	8	1.8	10	2.3
Percent minority enrollment										
Less than 6 percent	7	3.7	19	3.7	13	3.2	9	3.4	7	3.1
6 to 20 percent	5	1.4	24	4.9	6	2.7	15	2.9	9	2.8
21 to 49 percent	4	2.0	16	3.8	11	4.2	11	3.6	5	2.8
50 percent or more	14	2.1	19	2.2	15	2.4	11	2.5	10	2.0
Number of years teaching										
Less than 10	7	1.6	21	3.2	9	2.4	10	2.2	7	1.7
10 to 20	5	1.2	18	3.9	12	2.7	13	3.2	10	2.9
21 or more	9	2.8	18	3.5	13	2.9	12	2.7	8	1.9
Main subject area taught[2]										
Self-contained class[3]	6	1.2	20	4.5	14	3.8	14	3.5	8	2.6
Mathematics	4	1.6	10	4.0	8	3.9	12	4.4	6	4.4
Science	10	3.9	28	6.3	6	5.0	10	4.4	11	4.6
Social studies	3	2.0	14	4.5	10	4.3	13	4.5	2	1.2
English/language arts	8	4.0	23	5.1	15	5.6	5	2.4	7	3.0

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Table B-9.—Percent of public school teachers reporting that specific information sources were used and that they were very effective in helping the respondent to understand or use comprehensive reform strategies, by school characteristics: 1996 (continued)

School characteristics	Electronic networks		NSF-funded initiatives		U.S. ED ERIC		Other U.S. ED offices/programs		U.S. ED Regional Labs	
	Percent	s.e.	Percent	s.e.		Percent	s.e	Percent	Percent	s.e
All teachers	15	1.8	16	2.4	11	2.1	7	1.4	4	1.1
Instructional level[1]										
Elementary school	14	4.0	15	3.6	13	4.7	8	2.5	5	2.6
Middle school	18	3.0	20	3.5	11	2.8	8	2.6	4	1.7
High school	15	3.8	12	3.7	7	3.3	3	2.0	1	0.4
Geographic region										
Northeast	21	5.2	13	5.0	11	7.7	6	2.6	6	4.8
Southeast	15	4.3	15	3.8	16	4.4	8	4.0	4	1.5
Central	11	4.1	16	5.5	9	3.6	6	2.9	2	1.8
West	14	3.0	18	4.1	5	2.0	7	1.7	2	0.8
Enrollment size										
Less than 500	14	4.1	13	3.1	16	6.2	4	1.9	4	3.1
500 to 999	13	3.2	17	4.2	8	1.6	9	3.1	4	1.3
1,000 or more	19	4.4	16	3.9	7	2.5	6	2.2	2	1.0
Locale										
City	19	3.6	18	5.0	16	3.8	13	3.6	6	2.0
Urban fringe	16	4.3	18	4.8	3	1.6	5	2.2	1	0.7
Town	9	2.8	12	3.1	3	1.4	2	1.0	1	0.6
Rural	15	4.4	14	4.8	27	9.8	5	2.6	7	6.6
Percent of students eligible for free or reduced-price lunch										
Less than 35 percent	17	3.1	9	3.9	12	4.3	3	1.4	3	2.3
35 to 49 percent	13	6.4	18	5.3	6	3.6	10	6.6	2	1.4
50 to 74 percent	13	3.9	19	5.5	6	2.2	4	2.2	2	1.0
75 percent or more	15	2.7	27	5.0	16	3.8	17	3.0	10	2.5
Percent minority enrollment										
Less than 6 percent	15	5.0	7	3.2	14	6.9	2	1.9	4	4.5
6 to 20 percent	9	3.7	19	6.9	7	4.8	2	1.7	2	1.3
21 to 49 percent	18	5.2	14	4.3	9	3.3	9	5.0	1	0.4
50 percent or more	20	3.5	22	3.2	12	2.4	13	2.1	8	1.9
Number of years teaching										
Less than 10	22	4.4	15	3.4	10	2.6	6	1.9	4	1.3
10 to 20	13	3.6	13	3.6	8	3.8	8	3.6	2	0.9
21 or more	12	3.2	19	4.6	14	5.6	6	2.0	5	3.6
Main subject area taught[2]										
Self-contained class[3]	14	3.8	20	4.6	12	3.5	10	3.4	4	1.2
Mathematics	18	7.6	10	3.6	13	7.8	2	1.7	1	1.1
Science	12	4.4	14	4.3	6	4.6	10	5.4	0	0.0
Social studies	19	6.3	16	11.4	3	2.1	2	1.7	1	0.9
English/language arts	12	4.5	10	5.5	17	7.4	10	4.2	2	1.6

[1]Data for combined schools are not reported as a separate instructional level because there are very few such schools in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

[2]This table does not show the additional response category—other (specify)—that was included on the questionnaire.

[3]The teacher is responsible for teaching all or most academic subjects to one class.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Table B-10.—Percent of public school teachers reporting their ranking of selected formats for receiving information about comprehensive reform strategies or activities, by school characteristics: 1996

School characteristic	Hard copy							
	First choice		Second choice		Third choice		Fourth choice	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	34	1.8	50	1.7	15	1.2	1	0.4
Instructional level*								
Elementary school	28	3.4	53	3.3	17	2.5	1	0.8
Middle school	40	3.2	49	3.3	10	1.5	1	0.5
High school	39	2.9	47	3.1	13	1.7	1	0.3
Geographic region								
Northeast	40	3.6	48	3.3	12	2.2	(+)	0.3
Southeast	31	3.2	51	3.4	16	2.4	2	1.6
Central	33	4.6	52	5.2	14	2.8	(+)	0.3
West	33	3.1	49	2.6	16	2.4	1	0.4
Enrollment size								
Less than 500	30	4.2	51	3.5	17	2.8	1	1.3
500 to 999	37	2.4	50	2.6	13	1.8	1	0.3
1,000 or more	35	2.7	49	3.1	15	1.7	1	0.4
Locale								
City	31	3.4	53	3.4	15	2.9	1	0.5
Urban fringe	32	3.4	49	3.7	18	2.6	(+)	0.2
Town	39	3.6	46	3.2	12	2.4	2	1.3
Rural	34	4.1	51	3.9	12	2.7	(+)	0.3
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	36	2.9	46	2.8	17	1.9	(+)	0.2
35 to 49 percent	33	4.2	49	4.1	13	3.1	3	2.2
50 to 74 percent	28	3.6	58	3.8	13	2.7	1	0.6
75 percent or more	35	5.0	53	3.8	11	2.2	1	0.4
Percent minority enrollment								
Less than 6 percent	40	3.4	46	3.8	14	2.3	(+)	0.2
6 to 20 percent	34	4.4	46	3.5	18	3.0	(+)	0.3
21 to 49 percent	27	3.3	57	3.6	15	2.8	1	1.3
50 percent or more	35	3.3	51	3.0	12	1.7	2	0.6
Number of years teaching								
Less than 10	34	2.4	46	2.1	18	2.3	1	1.1
10 to 20	34	3.4	52	3.9	12	2.4	1	0.3
21 or more	34	3.1	50	3.2	14	2.2	1	0.3

Table B-10.—Percent of public school teachers reporting their ranking of selected formats for receiving information about comprehensive reform strategies or activities, by school characteristics: 1996 (continued)

School characteristic	Workshops and summer institutes							
	First choice		Second choice		Third choice		Fourth choice	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	56	1.8	34	1.8	10	1.4	(+)	0.0
Instructional level*								
Elementary school	64	3.4	27	3.1	8	2.0	(+)	0.1
Middle school	52	3.5	37	3.1	10	1.5	0	0.0
High school	49	3.4	40	3.5	12	2.5	0	0.0
Geographic region								
Northeast	53	3.2	38	3.5	9	2.3	(+)	0.1
Southeast	62	3.7	29	3.4	9	2.8	0	0.0
Central	56	5.4	33	4.5	11	3.0	0	0.0
West	54	3.8	35	3.3	10	2.1	0	0.0
Enrollment size								
Less than 500	59	3.8	29	3.4	11	2.5	0	0.0
500 to 999	56	2.2	36	2.6	8	1.6	(+)	0.1
1,000 or more	54	3.3	34	3.1	12	2.4	0	0.0
Locale								
City	62	3.2	30	2.8	8	1.5	(+)	0.1
Urban fringe	56	3.4	36	3.1	7	2.1	0	0.0
Town	52	4.0	35	3.9	13	3.3	0	0.0
Rural	55	4.5	32	4.1	12	3.9	0	0.0
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	52	2.9	37	2.6	10	2.1	0	0.0
35 to 49 percent	56	4.6	31	4.1	13	3.1	0	0.0
50 to 74 percent	66	4.2	28	4.0	5	1.4	0	0.0
75 percent or more	60	4.8	30	4.4	9	1.8	(+)	0.2
Percent minority enrollment								
Less than 6 percent	49	3.8	37	3.6	13	3.1	0	0.0
6 to 20 percent	55	4.5	40	4.7	4	1.4	0	0.0
21 to 49 percent	63	3.6	24	2.9	12	3.0	0	0.0
50 percent or more	58	3.8	33	3.4	8	1.6	(+)	0.1
Number of years teaching								
Less than 10	51	2.2	36	1.8	13	2.0	0	0.0
10 to 20	59	3.7	31	3.2	10	2.4	0	0.0
21 or more	59	3.4	34	3.4	7	1.5	(+)	0.1

Table B-10.—Percent of public school teachers reporting their ranking of selected formats for receiving information about comprehensive reform strategies or activities, by school characteristics: 1996 (continued)

School characteristic	Electronic							
	First choice		Second choice		Third choice		Fourth choice	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	6	1.0	13	1.3	39	1.6	3	0.7
Instructional level*								
Elementary school	4	1.3	14	2.3	32	3.4	4	1.3
Middle school	5	1.1	11	1.5	43	2.7	2	0.7
High school	10	2.2	12	1.9	46	3.4	4	1.2
Geographic region								
Northeast	4	1.5	12	2.4	36	4.6	4	1.3
Southeast	6	2.4	15	2.7	42	3.5	2	1.0
Central	8	2.1	11	2.5	43	4.0	4	1.8
West	8	1.8	13	2.4	36	3.7	4	1.8
Enrollment size								
Less than 500	8	2.1	14	2.2	31	3.2	3	1.1
500 to 999	4	0.8	11	1.8	42	3.4	4	1.3
1,000 or more	9	2.3	15	1.9	45	3.4	3	1.2
Locale								
City	5	1.5	15	2.4	42	3.4	3	1.0
Urban fringe	6	1.6	12	2.1	40	4.4	5	1.8
Town	7	2.3	13	2.6	37	4.0	3	1.3
Rural	8	2.2	12	3.1	37	3.8	2	1.1
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	7	1.4	14	2.1	42	2.9	5	1.1
35 to 49 percent	8	2.8	13	2.7	33	4.7	2	1.7
50 to 74 percent	4	2.0	12	2.4	42	4.5	2	0.8
75 percent or more	4	0.8	12	2.0	35	2.8	2	1.0
Percent minority enrollment								
Less than 6 percent	8	2.2	16	2.7	35	4.2	3	1.2
6 to 20 percent	7	1.8	9	2.7	45	4.4	3	1.5
21 to 49 percent	6	1.9	14	3.0	40	4.0	5	2.0
50 percent or more	5	1.2	12	1.8	36	2.0	2	0.6
Number of years teaching								
Less than 10	10	2.1	14	2.2	38	2.8	5	1.5
10 to 20	5	1.5	14	3.0	42	2.8	2	0.8
21 or more	4	1.0	10	2.4	38	3.5	3	1.1

Table B-10.—Percent of public school teachers reporting their ranking of selected formats for receiving information about comprehensive reform strategies or activities, by school characteristics: 1996 (continued)

School characteristic	Other							
	First choice		Second choice		Third choice		Fourth choice	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
All teachers	3	0.7	3	0.6	5	0.8	2	0.6
Instructional level*								
Elementary school	4	1.5	4	1.2	7	1.6	3	1.1
Middle school	3	0.8	3	0.9	5	1.0	2	0.8
High school	2	0.8	1	0.6	4	1.1	2	0.8
Geographic region								
Northeast	2	1.5	2	0.9	7	2.1	2	0.8
Southeast	1	0.6	4	1.6	4	0.9	4	2.3
Central	3	1.4	4	1.9	3	1.6	1	0.9
West	5	1.7	2	0.6	6	1.8	2	0.7
Enrollment size								
Less than 500	3	1.4	4	1.5	6	1.7	2	1.4
500 to 999	4	1.3	3	1.0	5	1.3	2	0.6
1,000 or more	2	0.9	1	0.5	5	1.2	3	1.1
Locale								
City	2	0.6	2	0.9	6	1.2	4	2.1
Urban fringe	6	2.0	3	1.2	6	1.9	2	0.6
Town	2	0.6	3	1.7	5	1.3	2	0.9
Rural	2	1.7	3	1.2	3	1.9	2	0.8
Percent of students eligible for free or reduced-price lunch								
Less than 35 percent	4	1.4	3	0.9	4	1.2	2	0.9
35 to 49 percent	2	0.9	3	2.0	4	2.1	2	1.1
50 to 74 percent	2	0.9	1	0.6	6	1.8	1	0.6
75 percent or more	2	0.6	4	1.2	8	1.7	4	1.3
Percent minority enrollment								
Less than 6 percent	2	0.9	1	0.7	2	1.1	2	0.8
6 to 20 percent	3	1.5	4	1.8	5	1.8	3	1.7
21 to 49 percent	4	2.0	3	1.3	5	2.2	2	0.8
50 percent or more	2	0.6	3	0.9	8	1.2	3	1.1
Number of years teaching								
Less than 10	4	1.6	2	0.7	5	1.3	2	0.6
10 to 20	2	0.7	2	0.6	4	1.4	2	1.1
21 or more	3	1.1	4	1.7	6	1.6	3	0.9

(+) Less than 0.5 percent.

*Data for combined schools are not reported as a separate instructional level because there are very few in the sample. Data for combined schools are included in the totals and in analyses by other school characteristics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

Table B-11.—Estimates and standard errors for the figures: 1996

Figure	Estimate	Standard error
Figure 1. Percent of public school teachers reporting the extent to which they understood the concept of higher standards and the percent reporting the extent to which they felt equipped to set or apply higher standards: 1996		
Understood concept of new higher standards		
Very well	42	2.1
Somewhat well	52	2.0
Not at all	5	0.8
Felt equipped to set/apply new higher standards		
Very well	35	1.8
Somewhat well	57	2.0
Not at all	8	1.0
Figure 2. Percent of public school teachers who reported that they assisted all students to achieve to high standards to a great extent, by instructional level of school: 1996		
All public schools	52	1.7
Elementary schools	61	3.1
Middle schools	49	3.4
High schools	44	2.9
Figure 3. Percent of public school teachers reporting that they engaged in selected parental involvement activities to a great extent: 1996		
Providing information or advice to parents to help create a supportive environment		
All public schools	28	1.7
Elementary schools	46	3.5
Middle schools	20	3.0
High schools	10	2.3
Involving parents in classroom activities		
All public schools	10	1.4
Elementary schools	17	3.3
Middle schools	5	1.0
High schools	3	1.4
Sharing responsibility with parents for academic performance of children		
All public schools	26	2.0
Elementary schools	35	3.5
Middle schools	25	2.6
High schools	15	2.3
Figure 4. Percent of public school teachers reporting that various formats were their first choice for receiving information: 1996		
Workshops and summer institutes	56	1.8
Hardcopy	34	1.8
Electronic	6	1.0
Other	3	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Public School Teacher Survey on Education Reform," FRSS 55, 1996.

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Appendix C

Survey Form

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

O.M.B. NO.: 1850-0727
EXPIRATION DATE: 5/31/96

PUBLIC SCHOOL TEACHER SURVEY ON EDUCATION REFORM

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY:

Disability: An impairment that substantially limits one or more of the major life activities of an individual.

ERIC: Educational Resources Information Center. ERIC is an education database, clearinghouse, and document reproduction service financed by the U.S. Department of Education.

New higher standards/high standards: Refers to recent and current education reform activities that seek to establish more challenging expectations for student achievement and performance, such as the National Council of Teachers of Mathematics standards for math, state- or local-initiated standards in various subjects, and those outlined in Goals 2000.

Parent/school compact: Voluntary written agreements between the school and parents on what each will do to help students succeed in school.

Parent/teacher compact: Voluntary written agreements between the teachers and parents on what each will do to help students succeed in school.

SSI: National Science Foundation's Statewide Systemic Initiatives program. For this program, NSF has cooperative agreements with states to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

USI: National Science Foundation's Urban Systemic Initiatives program. For this program, NSF has cooperative agreements with urban areas to undertake comprehensive initiatives for education reform in science, mathematics, and technology.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form: _____ Title: _____

Telephone: _____ Fax: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

PLEASE RETURN COMPLETED FORM TO:	IF YOU HAVE ANY QUESTIONS, CONTACT:
WESTAT 1650 Research Boulevard Rockville, Maryland 20850 Attention: 900172-Heaviside	Sheila Heaviside 800-937-8281, ext. 8391 Fax: 800-254-0984 E-mail: heavis1@westat.com

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FRSS Form No. 55, 4/96

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1. Currently there is much discussion of the need to establish new higher standards for student achievement. How well do you understand this concept?

Not at all well..... 1 Somewhat well..... 2 Very well..... 3

2. How well equipped do you feel as a teacher to set or apply these new higher standards of achievement for your students?

Not at all well..... 1 Somewhat well..... 2 Very well..... 3

3. The following are examples of some types of activities that are part of new or ongoing education reforms taking place in various parts of the country. For each, indicate in column A the extent to which you are implementing the activity in your classes. In column B, check the three activities for which information is most needed.

	A. Extent to which reform activity is being implemented in your classes				B. Information most needed
	Not at all	Small extent	Moderate extent	Great extent	(Check three)
a. Assisting all students to achieve to high standards	1	2	3	4	_____
b. Providing students or parents with examples of work that is successful in meeting high standards	1	2	3	4	_____
c. Using authentic student assessments such as portfolios that measure performance against high standards	1	2	3	4	_____
d. Using curricula aligned with high standards	1	2	3	4	_____
e. Using instructional strategies (e.g., hands-on activities, cooperative learning) aligned with high standards	1	2	3	4	_____
f. Using textbooks or other instructional materials aligned with high standards	1	2	3	4	_____
g. Using innovative technologies such as the Internet and telecommunications-supported instruction	1	2	3	4	_____

4. For each of the education reform activities in question 3 above, circle the letter corresponding to the activity (a-g) if you are implementing it in any of your classes in the following subject areas. For any subjects you do not teach, circle NA.

a. English/language arts	NA	a	b	c	d	e	f	g
b. History/social studies	NA	a	b	c	d	e	f	g
c. Math	NA	a	b	c	d	e	f	g
d. Science	NA	a	b	c	d	e	f	g

5. Many educators are making efforts to apply the same high standards of performance to all students, including students with limited English proficiency or with disabilities. In column A, indicate the extent to which you apply the same high standards of performance for students with limited English proficiency and for students with disabilities as for other students. In column B, indicate the extent to which you need information on helping these students achieve to high standards. *(Circle one response in each column for each student category.)*

	A. Extent to which you hold these to the same high standards as other students					B. Need for information		
	None enrolled	Not at all	Small extent	Moderate extent	Great extent	Not needed	Some-what needed	Very much needed
a. Students with limited English proficiency	None	1	2	3	4	1	2	3
b. Students with disabilities	None	1	2	3	4	1	2	3

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6. For each area of parental involvement below, in column A indicate to what extent you have engaged in the activity with parents of your students, and in column B, indicate the extent to which you need information on these activities to involve parents in student learning. *(Circle one response in each column for each category.)*

	A. Extent to which engaged in activity				B. Need for information		
	Not at all	Small extent	Moderate extent	Great extent	Not needed	Some-what needed	Very much needed
a. Providing information or advice to parents to help them create supportive learning environments at home (e.g., shared parent-child activities, periodic review of homework folders by parents, etc.)	1	2	3	4	1	2	3
b. Involving parents in classroom activities	1	2	3	4	1	2	3
c. Sharing responsibility with parents for academic performance of their children (e.g., parent/teacher or parent/school compact, etc.)	1	2	3	4	1	2	3

7. How effective have the following sources of information or assistance been in helping you understand or use comprehensive reform strategies or activities such as those mentioned in question 3? *(Circle one answer on each line.)*

	Not used	Not at all effective	Somewhat effective	Very effective
a. Other teachers	1	2	3	4
b. Teacher unions	1	2	3	4
c. Professional teacher associations	1	2	3	4
d. Other teacher organizations or networks	1	2	3	4
e. School administrators	1	2	3	4
f. School district	1	2	3	4
g. Intermediate or regional education agency	1	2	3	4
h. State department of education	1	2	3	4
i. U.S. Department of Education Regional Labs	1	2	3	4
j. U.S. Department of Education's ERIC	1	2	3	4
k. Other U.S. Department of Education offices/programs	1	2	3	4
l. National Science Foundation-funded initiatives (e.g., SSI, USI)	1	2	3	4
m. Institutions of higher education	1	2	3	4
n. Professional journals	1	2	3	4
o. Inservice training	1	2	3	4
p. State- or district-sponsored education conferences	1	2	3	4
q. Institutes or workshops	1	2	3	4
r. Electronic networks/discussion groups	1	2	3	4
s. Media (e.g., newspapers, television)	1	2	3	4
t. State-developed content standards	1	2	3	4
u. National model content standards	1	2	3	4
v. Other *(specify)* _____	1	2	3	4

8. In what format do you prefer to receive information? Please rank the following in order of your preference from 1 to 4, with 1 = 1st choice; 2 = 2nd choice; 3 = 3rd choice; and 4 = 4th choice. If you do not have access to format "c" (electronic), circle "no access."

	Rank	
a. Hard copy (e.g., journal articles, magazines)	___	
b. Workshops and summer institutes	___	
c. Electronic (e.g., e-mail, Internet, electronic bulletin boards, micro cards)	___	No access

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d. Other *(specify)* _____ .... ___

9. Approximately how many hours did you spend on any professional development during the period from September 1, 1994, through August 31, 1995? Include attendance at professional meetings, workshops, and conferences, but do not include regular college courses. ***(If 0 hours, skip to question 12.)***

Total hours _____

10. In column A, please indicate whether you attended professional development activities listed below, and for each activity attended, indicate in column B whether information on high standards was a focus of the professional development.

	A. Attended		B. Information on higher standards		
	Yes	No	Major focus	Not major focus, but information provided	No information provided
a. Professional teacher association meeting	1	2	1	2	3
b. In-service workshop or program	1	2	1	2	3
c. Summer institute (which may have included follow-up activities)	1	2	1	2	3
d. District or school based long-term or ongoing comprehensive professional development program	1	2	1	2	3
e. Other *(specify)* _____	1	2	1	2	3

11. Overall, to what extent do the following describe the professional development **sponsored or supported by your school** in which you participated during the period from September 1, 1994, through August 31, 1995? (Circle one answer on each line.)

	Not at all	Small extent	Moderate extent	Great extent
a. Planned according to school needs	1	2	3	4
b. Useful for helping students achieve to high standards	1	2	3	4
c. Ongoing integrated professional development program	1	2	3	4
d. Aligned with high standards	1	2	3	4
e. Provided strategies for you to apply in the classroom	1	2	3	4
f. Provided followup activities	1	2	3	4
g. Provided networking activities	1	2	3	4
h. Provided opportunities to share information with colleagues at your school	1	2	3	4

12. Including this school year, how many years have you been employed as a teacher? _____

At this school? _____

13. What is the main subject area you are currently teaching? *(Circle one.)*

Self-contained class (responsible for teaching all or most academic subjects to one class)	1
Math	2
Science	3
History/geography/social studies/civics	4
English/language arts	5
Other *(specify)* _____	6

14. What grade(s) are you currently teaching? *(Circle all that apply.)*

1 2 3 4 5 6 7 8 9 10 11 12 Ungraded, specify age groups:_____

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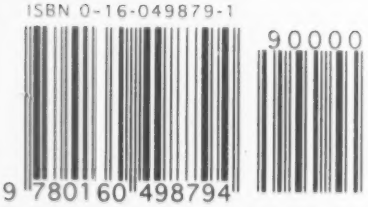

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